DOCUMENT RESUME

ED 255 905 CS 008 027

AUTHOR Gentile, Lance
TITLE Using Sports for Reading and Writing Activities: Middle and High School Years. A Fun with Reading Book.
REPORT NO ISBN-0-89774-098-X
PUB DATE 83
NOTE 223p.; For a related document, see ED 233 022.
AVAILABLE FROM Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004 ($12.50).
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Books (010)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Athletics; *Content Area Reading; Elementary Secondary Education; High Schools; Integrated Activities; Language Skills; *Learning Activities; Middle Schools; *Reading Comprehension; Reading Instruction; *Study Skills; *Vocabulary Development; Word Recognition; Writing Instruction

ABSTRACT

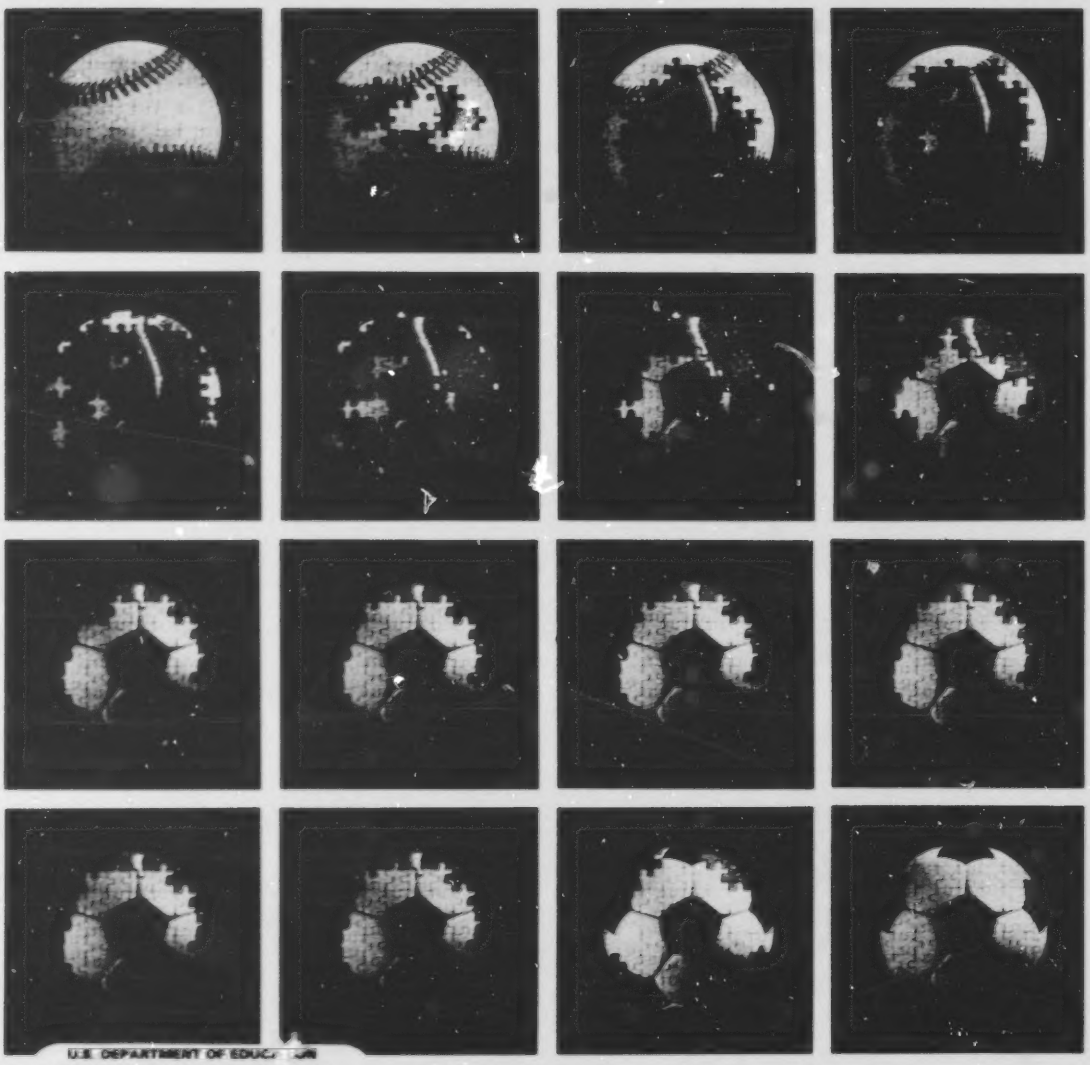
Intended for teachers, parents, and middle and high school students, this workbook contains a variety of reading and writing activities directed at teaching and learning in the areas of word recognition, vocabulary, comprehension, and study skills. It provides an alternative to drill by presenting the activities in which sports-oriented students may use their experiences directly and become active participants in the reading process. Each activity is related to a specific sport and includes a statement of purpose, the materials needed for the activity, a discussion of the language skill addressed, and directions for completing the activity. (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED255905

Using Sports for Reading and Writing Activities:

Middle and High School Years



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Susan Slesinger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ORYX PRESS

CS008027

Cover: "Sports Puzzle 1979." Color photographs and puzzle pieces in wood and glass box. by Al Souza. 24" × 29" × 1¾".

Using Sports for Reading and Writing Activities:

Middle and High School Years

A Fun with Reading Book

by Lance Gentile,
Ph.D.
North Texas State University

ORYX PRESS
1983

The rare Arabian Oryx is believed to have inspired the myth of the unicorn. This desert antelope became virtually extinct in the early 1960s. At that time several groups of international conservationists arranged to have 9 animals sent to the Phoenix Zoo to be the nucleus of a captive breeding herd. Today the Oryx population is over 400 and herds have been returned to reserves in Israel, Jordan, and Oman.

Copyright © 1983 by The Oryx Press
2214 North Central at Encanto
Phoenix, AZ 85004

Published simultaneously in Canada

All rights reserved
No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from The Oryx Press

Printed and Bound in the United States of America

Library of Congress Cataloging in Publication Data

Gentile, Lance M.
Using sports for reading and writing activities.

Bibliography: p.
1. Language arts. 2. Sports—Addresses, essays, lectures. I. Title.
LB1576.G38 1983 420'.07'12 83-2226
ISBN 0-89774-098-X

This book is dedicated to
my mother, Mary A. Gentile;
my father, Alfonso F. Gentile;
and Merna M. McMillan. They
showed me the benefits of
reading and writing
and always encouraged my participation
in sports.

Acknowledgments

Using Sports for Reading and Writing Activities: Middle and High School Years, has occupied a good portion of my time for the past 5 years. I would like to thank my graduate students at Oregon State University, Pan American University, and North Texas State University for all the help they rendered me during this period. In particular, special thanks to Betty Ackerman, Becky Adams, Stan Diers, Sharon Dodge, Bronnie Helton, Patrice Lamb, Barbara Scott, and Jennifer Thornhill, who assisted me in developing the activities for this book. Additional thanks are in order to Roy A. Robinson for helping me develop the annotated bibliography. Thanks and sincere appreciation to my editors Sam Mongeau and Susan Slesinger for their thorough and expert attention to detail, and to Linda Archer and Linda Vespa for their excellent production work. A special thanks to Phyllis Steckler for believing in this book and contracting to publish it. Finally, thanks to my secretary, Carol Schrader, for the excellent job of typing the final manuscript.

I wish to recognize the following individuals as people who have contributed to my appreciation of reading and thinking during athletic competition:

Bruce, Eric, Mike, and Ken Gentile
Donald MacDonald
James Corcoran
Mickey Wittman
Ted Uhaelander
Jim Fitzgerald
Hank Zurretti
Bruce Fowland
Bob Theard
Mike Wilson
Jim Buzewski
George Rowan
Al George
David Ellison
James Hillary
John Haslem
Bob Micus
Jay Shutt
John Leslie
Pat McCary
Eldon Rouse
Neil Jordan
Fred Holdsworth
Lloyd Houden
Bill McElroy
Ray Null
Arnold Habig
Jack Vincent
Bill Chestnut
Vince Pacent
Jack Gurney
Tom Pomarolli
Bud Jones
Tom Baluk
John Baluk
Tom Wade
Bob Morrison
Sean Whalen
Steve Stockdale
John Lehner
Keith DesJardais
Stan Johnson
Frank Ryan
John Ferguson
Dale Matson
William V. Mixie
John Foley
David McCrea

and
In Memory Of:

Ed Buote
Gary Halverson
Ted Linstruth
Paul Gentile
Harry Wertz
Ray Kowalski
Dan Jaskiewicz
Marge Gentile
Jan McCrea

Reading and Writing

> In the education of children there is nothing like alluring the appetites and affection; otherwise you make so many asses laden with books.
>
> —*Montaigne, 1533–1592*

This workbook contains a wide variety of material directed at teaching and learning in the areas of word recognition, vocabulary, comprehension, and study skills by providing parents, teachers, and students with reading and writing activities using sports as a backdrop.

The Need to Read

Generally, reading affects our perceptions in 2 ways. The first definition concerns the interpretation of various nonprint signs, symbols, gestures, signals, or pictorial illustrations. We speak of the Native Americans' uncanny ability to "read" impressions in the dirt or messages rising through the air in the form of smoke puffs; a CB operator "reads" his "good buddy" loud and clear; doctors "read" x-rays and symptoms of various diseases; a quarterback "reads" an opponent's defensive alignment; the psychologist "reads" body language; backpackers "read" compasses; sailors "read" semaphores or the weather; the deaf "read" lips, etc.

Secondly, reading refers to an individual's capacity to recognize graphic symbols or written words and understand, explain, or critique ideas in print. It considers a person's ability to recall or paraphrase an author's direct and implied meanings.

Stated specifically: Reading requires the active involvement of the intellect. As the athlete uses calisthenics to stimulate his/her muscle tone and strength, the reader uses the process of reading to stimulate the perceptive and cognitive areas of the mind.

The demands of business, job, or school force us to read obligatory information to accomplish a task. This type of reading requires the ability to make reports, take tests, follow directions, and develop other specific skills.

We also read for enjoyment and personal growth as we explore new ideas. Reading is a form of contemplation whose purpose is to affect learning or provide spiritual and emotional satisfaction. This type of reading precludes duty or obligation and occurs anywhere, anytime. Both kinds of reading are essential in today's world: the first for job or school success; the second for entertainment, joy, personal fulfillment and stimulation, or escape from some of the drudgery and tedium of everyday life.

It appears, unfortunately, that much of what goes on in traditional reading instruction is skill development and preparation rather than the actual process of reading. Teachers have even been

heard to say, "All right, let's put away our books now, it's time for reading." Through this distorted lens, it is small wonder that many students view reading as monotonous, tiresome drill.

This workbook provides an alternative to the drudgery of drill by presenting activities in which the sports-oriented student may employ his/her experience directly and become an active participant in the reading process.

When will students learn to read or choose to read? The answer to this question is simple. Students will learn to read or choose to read when it makes sense to do so. However, interestingly enough, they can only become adept at reading *by reading!* Unfortunately much of what goes on with respect to reading in school too often ignores students' "natural cravings to be mentally alive," overlooks their passions or "appetites," and, by so doing, reduces reading to a wearisome process whose sole purpose is the recall, memorization, and recitation of uninteresting and disjointed information. Consequently, many children never grasp the duality reading plays in their emotional and intellectual development.

These students never equate reading with art or with what Malcolm X (1965) referred to in his autobiography as an inherent "drive to read." The author observed:

> I have often reflected upon the new vistas reading opened to me. I knew right there in prison reading had changed forever the course of my life. As I see it today, the ability to read awoke inside me some long dormant craving to be mentally alive. I certainly wasn't seeking any degree, the way a college confers a status symbol upon its students. Not long ago, an English writer telephoned me from London, asking questions. One was, 'What's your alma mater?' I told him, 'Books.' (p. 179).

How Reading and Writing Relate

> Reading maketh a full man, conference a ready man, and writing an exact man.
>
> —*Francis Bacon, 1560–1626*

Writing is much more than jotting letters and words on paper. Writers must be motivated to express something in a particular way. Essentially, writing is a unique conversation imprinted on paper. A good author chooses the correct words and uses them to kindle a thoughtful/emotional response of the reader.

Reading requires the interpretation of symbols; writing involves creating the symbols. While distinctions exist between the 2 processes, reading and writing are basically indivisible and mutually supportive. As a person's writing improves so does his/her reading and, generally, the opposite is true.

Many very young children develop a spontaneous love of using crayons, paintbrushes, and pencils to illustrate their feelings or

impressions. Later, they become enamored of using language to transcribe "messages" to parents, relatives, or friends. This continues through kindergarten and first grade, where children are encouraged to write their favorite words and phrases or make up stories based on real or imaginary events. However, in the second and third grades, children begin the task of learning to write correctly. Writing becomes something they have to do as a portion of their academic training, which requires precise elements of form and style.

However, children's acquisition of handwriting skills, which allows them to form letters and words legibly and correctly, is only a first step. Thereafter, children must also learn to write their ideas, using language that communicates their thoughts and feelings. This is a very delicate period in their development. If too much emphasis is placed on "correct" handwriting, spelling, or grammar, many children become inhibited toward writing and fear making mistakes. In many instances, they lose the intellectual/emotional freedoms that prompted their earlier expression. Furthermore, since what has been written is essentially pure self-expression, criticism that stresses form (e.g., grammar and handwriting) over function (e.g., creative, joyous, self-expression) can severely damage youngsters' eagerness and willingness to develop their writing.

Because of these constraints many children soon perceive writing as a chore and much of their early fascination with it is destroyed. For the remainder of these youngsters' school lives, writing is by and large a mandated, structured, impersonal, and graded activity.

Most teachers are aware that writing, like reading, requires practice if youngsters are to become proficient. Students must devote ample time and energy to developing these skills if they are to acquire the literary strengths that will allow them smooth passage through the grades.

Writing as a duty is probably unavoidable insofar as all of us must attend school for a specified period, and "scholarship" is one factor that earmarks our educational progress. There is a distinct difference, however, between writing in this manner and writing enthusiastically and creatively. A Chinese philosopher (1974, pp. 388–389) made a clear statement in this regard:

> A "scholar's" writing consists of borrowings from other scholars, and the more authorities and sources he quotes, the more of a "scholar" he appears. A thinker's writing consists of borrowings from ideas in his own intestines, and the greater thinker a man is, the more he depends on his own intestinal juice. A scholar is like a raven feeding its young that spits out what it has eaten from the mouth. A thinker is like a silkworm which gives us not mulberry leaves, but silk.
>
> —*Lin Yutang*

Just as *real* reading involves intense thinking on the part of a reader, *real* writing makes the same demands on a writer. Al-

though most of us mimic the writing of scholars, only a few of us ever apply ourselves to becoming writers. Writing for pleasure is something most people are capable of doing. However, the development of a person's writing for creative, meaningful self-expression is by and large also a matter of hard work and devoted practice. Again, as with reading, the more one writes, the better writer s/he becomes.

Reading, Writing, and Other Media

In recent times, parents and teachers have been drenched by reports concerning "Why Johnny and Joanie Can't Read or Write." Frequently, it is these people who receive the blame when students fail to acquire the basic skills; are unmotivated to participate in reading and writing activities; or casually dismiss literary pursuits as being the unmeaningful, obligatory, and rather bothersome business of school.

At a time when our youth identify strongly with television, motion pictures, radio, records, and electronic games, it is extremely difficult to argue for the unique rewards and advantages of effective reading and writing.

"Mrs. Horton, could you stop by school today?"

There can be no question that the media have made a great impact on most people's lives in this country. Ironically, however, the demands for improved reading and writing skills in the professional world, and throughout business or industry, have increased markedly during the past 10–15 years. Entrance requirements over this same period for leading high schools and universities (not to mention private kindergartens) have stiffened as well. We are living in an age when professional, vocational, technological, industrial, and educational success can be directly affected by an individual's ability to use reading and writing as a means of expressing ideas. The most rapidly spreading technology of our time, computers, demands competent readers and writers.

While many media may be used to dispense information as effectively as books or written material, "information dumping" is not the distinguishing function of reading and writing. Many people have come to believe that information—facts, facts, and more facts—is all there is to knowledge. Apart from communicating information, reading and writing constitute 2 specific ways to develop the language/thought processes. They are exceptional in that they offer means to create, introduce, explore, expand, or critique ideas, and to generate *new experiences*.

"Information dumping" is a secondary purpose for reading and writing. There are other technologies to replace literacy in this regard, but other media cannot substitute for the journey or "trip" one realizes while reading or writing. They can never stand in lieu of the growth and excitement the individual experiences when reading or developing a written expression of true personal meaning. Books or written materials and readers or authors grow together. Carl Sandburg described the impact of reading on the young Abraham Lincoln saying, "It seemed that Abe made books tell him more than they told other people."

Alternate media might better be seen as different tools for presenting information to help resolve different problems. These technologies are not, however, alternatives to reading and writing. No other medium allows the users as much control as reading or writing does. This is true for 2 reasons:

1. The reader or writer has complete control over time. When writing or reading prose and poetry, the writer or reader has total control over the organization and presentation of ideas as well as the rate at which these thoughts are written or processed. Consequently, written text offers the writer or reader enormous power or absolute control over speeding up and slowing down the flow of ideas. The writer or reader may also opt to go back and rewrite, reread, or skip over portions of the text and decide upon the sequence for expressing or absorbing ideas. Moreover, other media lack something only print can provide: time to contemplate. No matter how many ideas might be developed in a TV show or movie, they can only become ours when we reflect on them, and that requires time, effort, and practice. Thus, reading and writing compel the individual to function in a unique manner.

> Sometimes when I can't go to sleep at night I see a family of the future. Dressed in three-tone shorts-and-shirt sets of disposable papersilk, they sit before the television wall of their apartment, only their eyes moving. After I've looked for awhile, I always see—otherwise I'd die—a pigheaded soul in the corner with a book; only his eyes are moving, but in them is a different look.
>
> —*Randall Jarrell*

2. The reader or writer has extensive control over the material. In variance to television, radio, motion pictures, or records, the reader or writer has an infinite number of choices when it comes to determining what s/he will read or write. Libraries and bookstores are jammed with a wide range of written materials detailing the pros and cons of issues or ideas and covering a wide variety of topics. However, when one turns on the TV or watches a movie, s/he is "programed" or controlled by a limited number of alternatives. Furthermore, there are relatively few television or motion picture producers, directors, and screenwriters, and these people decide what the public will see. They exert great command over what the viewer experiences. For this reason, books and written materials, in their vast abundance, written from a wide range of perspectives, may be our greatest remedy against a "mindless orthodoxy" and the monitoring or total control of human beings by those of invidious or treacherous intentions.

How Do Reading and Writing Compare with Sports?

A sport is usually an activity that is performed for pleasure, excitement, or recreation, so in a large sense, reading and writing are "sports." Like other sports, they also require mastery of fundamental skills, sufficient practice, a balanced series of daily exercises, and a lifetime of development. In addition, readers and writers need good models or demonstrators—coaches—to become successful, active participants rather than passive spectators. The following diagram shows the proximity of these areas:

SPORTS ←——————→ READING & WRITING

1. Good coaches/teachers and responsive players/students.
2. Structured and consistent teaching methods.
3. Sequential mastery of fundamental skills.
4. Appropriate intellectual and emotional responses.
5. A willingness and enthusiasm among players/students to compete with themselves and others for higher levels of achievement.
6. Continuous motivation and reinforcement.
7. An abundance of self-discipline, perseverance, and practice.

Since the dawn of Western Civilization, educators have recognized the crucial relationship that exists between physical activity and learning. Plato placed gymnastics at the highest level for training his philosopher-king. Spinoza claimed, "Teach the body to do many things; this will help you perfect the mind and come to the intellectual level of thought."

Currently, sports is a popular field of study because of expanded leisure, the growth of a national interest in physical fitness, and the media's broad coverage and glorification of athletes and athletics.

For many young people, who are motivated by sports and have had ample vicarious and *real-life* experiences in sporting activities, sports as subject matter *makes sense*. It provides a vehicle to stimulate not only those who are uninterested in "academic" pursuits or unmotivated to read or write, but can be used to strengthen the abilities of good students and enthusiastic readers and writers as well.

Using Sports to Develop Students' Critical Reading and Writing Skills

> The direct connection with sport should not be hard to detect; sport contributes to an improvement in our quality of life in a unique manner. It builds self-reliance and brings the family and community together in social harmony. Sport is the counterpoint to the pressures of life and sometimes it seems a sane point in a world becoming increasingly structured and limited by economics, national boundaries, political ideologies, religion, and race. Sport remains a free expression of personal creativity, a universal means of communication and an expression of physical joy.
>
> —*Justice Beattie—Chair, New Zealand Sports Foundation*

A slight revision of Mr. Beattie's last statement provides greater comparisons among reading, writing, and sports: "Reading and

writing remain free expressions of personal creativity, they are universal means of communication and expressions of intellectual joy." These are the ideal purposes for reading and writing and are realized when students select or are introduced to reading materials or writing activities whose content and objectives reflect their "tastes" and "appetites." Under these circumstances reading and writing cannot be inappropriate or distasteful for anyone.

While reading, writing, and sports share many elements, one notable contradiction exists among them. In sports, the majority of young people are drawn to perform, dedicated to practice or compete, and strive for self-improvement or recognition. But many youngsters never demonstrate equal fervor when it comes to developing themselves as readers and writers. There are several reasons for this dilemma, yet the following 3 are most significant:

1. Not uncommonly, reading and writing are taught as discreet, skill-oriented subjects throughout the elementary grades. Most youngsters who learn to read and write well do so despite years of repetitious drill or workbook "fill-in-the-blank" activities. After several years' exposure to this kind of instruction, many see reading and writing as boring and turn to other features of the curriculum, e.g., sports, music, art, shop, etc., for purposes of self-fulfillment. For many students, this attitude remains unchanged throughout their high school years and beyond.

2. Unlike the Greeks and Romans or some present-day European and Asian societies, American society has tended to separate the development of the mind and body in its educational approach. Consequently, a clear and detrimental distinction between "intellectuals" and "jocks" is made very early in youngsters' lives.

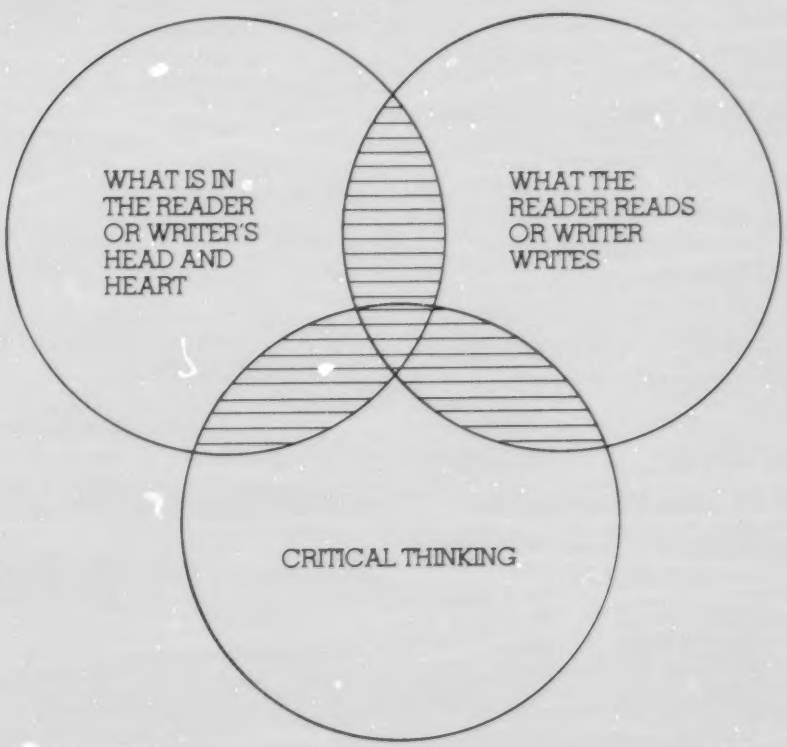
3. In America athleticism is cherished. Reggie Jackson, the star baseball player, recently remarked, "Fifty years ago it was Bogart and Cagney. Twenty-five years ago it was Elvis Presley and Chubby Checker. Now it's the age of the athlete." Many of our sports figures are worshipped and receive incomparable recognition and rewards for their "work." Apart from a few selected writers, there is no equivalent admiration or payment accorded those Americans who distinguish themselves through reading and writing achievements. In fact, the "bookworm" or "egghead" (2 rather contemptible sobriquets) is more likely to be seen by some as unathletic or puerile and, thus, undeserving of approval.

One of the most frustrating problems faced by teachers at all levels is not so much a student's inability to read or write, but his/her helplessness or resistance toward thinking deeply about what s/he has read and written. Teachers claim most of their students can "bark" at print or write words and sentences, but they are ill-equipped or ill-disposed to interpret or compose ideas

critically. Frequently, they cannot interpret an author's meanings and struggle to write logically, forcefully, creatively, and cohesively. The failure to generate a "cognitive commerce" with the written page is perhaps the primary reason many students never acquire a sense of purpose for reading and writing.

There is a general agreement among educators that *real* reading and writing involves a rather complex interactive thinking/questioning process. Moreover, critical reading and writing are by-products of concentration, which is the outgrowth of an arousal of interest on the reader or writer's part. This level of functioning can be expected to occur only when the material or activities "suit" an individual and there is an accompanying positive, emotional reaction to whatever is read or written. If what a person reads or writes is "unsuitable," lacks meaning, or is uninteresting, any measurable benefit related to the time spent in the process will be short-lived or insignificant. In this respect, reading and writing are no different than sports. When a reader, writer, or athlete performs unemotionally or impassively, the results are predictably feeble and uninspiring.

Additionally, readers and writers must have certain vicarious experiences that provide a foundation for them to think critically. Students can and will think critically about something that intersects with their knowledge, background of experience, or level of interest. The following diagram illustrates the interrelated factors that lead to a reader or writer's critical thinking:



Students develop critical thinking skills when they accept and resolve certain challenges posed by various reading material or writing assignments. Whenever what they read or write introduces new challenges that create just the right amount of tension to encourage them to use what they already know, critical thinking will take place. Unsuccessful student readers or writers are those who cannot, or do not, make the appropriate intellectual and emotional adjustments during their literary activities and thus fail to develop new thought patterns to meet ever increasing needs and challenges in school. It is not surprising, therefore, to find that students who lack these essential antecedents resist or have great difficulty thinking about, understanding, or valuing their reading and writing assignments. In sum, frequently the material or activity makes no sense to them.

Unfortunately, the current thrust of research in reading and writing tends to dismiss the unquantifiable psychodynamic variables of "what is in the reader or writer's head and heart," and by doing so dehumanizes the reading and writing processes. This perpetuates the image of a reader or writer as a computer, and encourages the use of instructional approaches and materials that become mechanical, predictable, and ritualistic.

The meaningless interaction between many students and books, and their failure to produce consummate ideas, opinions, or sentiments when they write may account for why so many of them are quick to answer, "it's boring," when asked why they do not like a certain subject. Many other factors, such as the absence of teacher enthusiasm, adversive peer influence, or the negative attitudes of significant others (family members, etc.), may account for the apathy or disdain some students bear toward reading and writing. But, in essence, many of these young people are stung, bewildered, bored, and angered by the prospects of having to read and write about things that do not speak personally to them and which they perceive as providing little or no intrinsic or extrinsic reward. Recently I asked one student why she had not read a 15-page homework assignment in history and written out the answers to several questions related to the reading. She responded matter-of-factly: "We ain't never gonna need this stuff!"

Often, there are 2 reasons for this dilemma:

1. Many students lack the language experiences to interact vigorously and knowledgeably with what they must read and write about in the various academic content areas. Often, teachers overlook or ignore these deficits and make no adjustments in their teaching to compensate for them. Their instruction lacks any use of concrete introductory examples of those facets of language (spelling or vocabulary) with which students may be unfamiliar.

2. As I pointed out previously, many students lack the vicarious or actual experiences that allow them to read certain materials

insightfully or to write critically. Many teachers also overlook or ignore these limitations and fail to adjust their teaching to compensate for them. Consequently, their instructional approach does not relate new terms, ideas, information, or learning experiences to students' lives by placing them in a context with which most youngsters can identify, value, and discover personal meanings.

For many young people reading, writing, and sports comprise one very meaningful context. While various topics can be motivating to those students, probably no single subject matter other than sports has more potential to capture their full imagination and interest. At first this may seem like an overblown statement, but upon closer consideration, it is apparent that sports contains all the vital elements that make life interesting and exciting. Everyday the features of human drama, tragedy, comedy, challenge, perseverance, romance, victory, and defeat are acted out in a myriad of sporting events around the world. These accounts are documented and chronicled in newspapers, magazines, and books and are shown to millions of television viewers.

Parents and teachers working to expand students' reading and writing skills will discover that, by involving them in instructional activities that make use of published sports materials, they establish a provocative climate in which to learn. Many young people have developed a large store of language as well as real-life and vicarious experiences in sports that parents or teachers can use as a springboard to further learning. These youngsters have not only actively participated in sports but have spent a considerable number of hours watching live and televised sports contests. They have listened to broadcasters, players, or performers describe the action or circumstances surrounding various games and events. In doing so they have acquired a host of related vocabulary and ideas.

Many students have also accumulated an abundance of knowledge and statistics concerning the history of sports, sports figures, rules, strategies, events, teams, etc. *They are motivated to apply or demonstrate what they know and want to learn more!* For this reason, parents and teachers can employ sports-related reading and writing exercises as powerfully effective means of strengthening students' critical reading and writing abilities. These include sports magazines, the sports sections of newspapers, biographies of sports heroes, publications containing sports quotes, trivia, superstition, poetry, and humor. Such material can be adapted to provide young people the following specific learning experiences that will contribute heavily to their critical reading and writing skills:

1. Opportunities that motivate students to become active readers and writers instead of passive word callers or copiers.

2. Opportunities for vocabulary and language enrichment.

3. Opportunities to perform critical reading and writing skills, e.g., distinguish between fact and opinion or cause and effect; locate likenesses and differences; identify main ideas, sequence of events, or character traits; critique an author's premise for strengths or weaknesses; and act as an author to create a clear, interesting piece of writing for someone else to read.

4. Opportunities to collect and organize data, do inductive and deductive thinking, stimulate interpretive or creative thinking, and introduce a variety of situations that require problem solving operations.

5. Opportunities to practice, apply, and develop general reading and writing skills in a sports context that transfer to school-based academic subjects.

A wide variety of examples for parents' and teachers' use that help accomplish these aims and employ the above listed sports materials appear in the bibliography. These have been created for students in the middle and high school grades.

Parents and Teachers as Models of Literacy

> You are the bows from which your children as living arrows are sent forth.
>
> —*Kahlil Gibran, 1883–1931*

Parents and teachers are in the unique position of having great influence on the behavior of young people. Generally, they are models for youngsters and it is not uncommon to hear remarks like, "she takes after her mother in that respect" or "he worships his teacher."

> Such identifications, particularly in the form of "hero worship," may play an important role in shaping the personality development of a child, who strives to be like his hero in dress and manner. He shapes his own values after those of his hero.
>
> —*J. C. Coleman*

The powerful effects of modeling are explained in the quote above (1964, p. 103). Initially, many youngsters assign importance and meaning to an activity by virtue of *who* does it rather than on what is being done. Gradually, they develop an implicit joy for doing certain things, but this usually follows an explicit desire and drive to please or emulate those they admire or love.

When parents and teachers emphasize the need to read, underscore literary or academic achievement as well as athletic performance, and *read* and *write* themselves, young people are drawn to these endeavors. By making reading and writing important for students and showing them how these processes positively affect their own thinking and behavior, parents and teachers become strong models of literacy.

Today there is a tendency for parents to blame teachers and vice versa for the lack of interest students show in developing reading and writing skills. In truth, the home and school share a joint responsibility for helping young people identify with and develop a sense of meaning or worth for reading and writing. When parents and teachers unite in this effort, students cannot help but see the importance of acquiring these skills.

However, if children do not see their parents and teachers reading or writing and *benefiting* from doing so, it is improbable that they will attach great value or purpose to these pursuits. By adhering to the following prescription on a day-to-day basis, parents and teachers can provide sound purposes for reading and writing and present themselves as healthy models of literacy.

INSTRUCTIONAL PREREQUISITES FOR GROWTH AND DEVELOPMENT—THE PARENT'S AND TEACHER'S ROLES

1. Allow youngsters uninterrupted time to read and write each day. Research shows that those students experiencing the most difficulty in reading and writing actually have the least amount of time to practice at home or in school. While many parents and teachers stress mastery of fundamental skills, the opportunity for students to read books, magazines, or newspapers without interference is frequently omitted or overlooked.

2. Begin reading to youngsters every day. Many parents and teachers are comfortable doing this with students in the early grades, but they should continue doing so for students in middle, junior high, and high school as a means of developing and fostering interest in different subject areas. This helps kindle young people's imaginations and provides sorely needed practice in listening.

3. Converse with youngsters as an integral part of each day's training. Some time should be made for purposes of discussing students' problems, concerns, dreams, hopes, and expectations. Many of these discussions can form the basis for reading and

writing activities. They help trigger youngsters' enthusiasm for exploring ideas with greater intensity.

4. Do not fall prey to students' complaints or resistance to reading and writing activities. Remember that at first these activities will cause some unrest among many youngsters who have had a history of reading or writing difficulties. However, in time, students will come to appreciate the rewards of literary enterprise through the efforts of concerned, inquisitive parents and teachers who structure diverse and provocative literary experiences.

5. Expect students to write something every day. These activities or assignments may include poetry as well as prose, editorial comments regarding newspaper articles, satire, political or religious statements, letters, humorous accounts, and journal or diary notations.

Reading, Writing, and Sports for Everyone

The surge of interest throughout this country in sports and physical fitness is not confined to males, as it once may have been. Women of all ages, lured to arenas, pools, fields of every description, jogging lanes, or gymnasiums by Title IX of the Educational Amendments Act (1972), are more staunch zealots than the men. This is evidenced by their record number of participants in athletics.

- Eight years ago, fewer than 300,000 high school girls participated in interscholastic sports. This year the number will be close to 2 million—nearly a sevenfold increase.
- The Association for Intercollegiate Athletics for Women (AIAW), formed just 7 years ago, today has 825 active member schools— more than its male counterpart, the National Collegiate Athletic Association (NCAA). Well over 100,000 women now take part in intercollegiate sports. The figure for men is 170,000.
- The AIAW first allowed athletic scholarships in 1973. Last year some 10,000 girls from over 400 schools received such grants, worth at least $7,000,000.
- In 1972, the first all-women's mini-marathon in New York's Central Park drew 78 entries. Last May (1978), 4360 competitors entered the race.

—*Time (1978)*

Because of the tremendous interest and background many youngsters have in sports, parents and teachers can unite these students' passion for play, competition, and recognition with some sensible reading and writing experiences. In the area of sports, as perhaps seldom in youngsters' academic training, it is possible to match "the right material, with the right student, at the right time."

The genuinely strong contribution sports can make, as a basis of practice and preparation for reading and writing in all academic areas, lies in the bed of motivation and interest a majority of young people harbor for the world of athletics. These factors can often become the propellants that start and keep many students reading and writing.

The unavoidable truth, which frequently becomes obscured or buried by curriculum guides, course syllabi, assigned textbooks, and required reading lists, is that *pupils will never achieve broad reading or writing maturity and competency until they want to read and want to write!* And ultimately, interests determine whether, and to what extent, the student will read and write.

The essence of most reading and writing difficulties in school may be attributed to students' poor mental attitudes that spring from the absence of motivation or interest for a particular subject. Furthermore, this prevalent lack of interest forms the root of many youngsters' failure to acquire critical reading or writing abilities which equip them for general academic success.

> A teacher cannot force his pupils to like what he likes in reading, and if the reader has no taste for what he reads, all the time is wasted. There are no books in this world that everybody must read, but only books that a person must read at a certain time in a given place under given circumstances and at a given period of his life.
>
> —*Lin Yutang*

The above quotation (1937, p. 379) summarizes the statements above. Making sense out of reading and writing is the key to promoting life-long learning habits that lead to intellectual, emotional, and spiritual growth. Through sports, parents and teachers have a *special* "academic" vehicle with which they can not only help make reading and writing significant ventures, but use students' intense desire to improve sports knowledge and performance as the foundation of numerous meaningful literary activities.

Bibliography

Coleman, J.C. *Abnormal Psychology and Modern Life*. Glenview, IL: Scott Foresman and Co., 1964, 103.

"Here Come the Girls." *Time*, June 26, 1978.

Malcolm X, and Haley, A. *The Autobiography of Malcolm X*. New York: Ballantine Books, 1964, 179.

Yutang, L. *The Importance of Living*. New York: Capricorn Books, 1974, pp. 179, 388–89.

Sports-Related Reading and Writing Activities for Students in Middle and High School Years

> To read well, that is to read true books in a true spirit, is a noble exercise, and one that will task the reader more than any exercise which the customs of the day esteem. It requires a training such as the athletes underwent, the steady intention, almost of the whole life to this object.
>
> —*Henry David Thoreau, 1817–1862*

Many people associate reading and writing with those who are more academically inclined. In effect, they see reading, writing, and sports as strange bedfellows and have difficulty understanding that those interested in sports or physical fitness can be good readers and writers too. This perspective is injurious for several reasons:

1. It confines reading and writing to school-based curricula.
2. It disassociates reading/writing and the development of critical thinking skills from sports, sports figures, and sports fans.
3. It refutes the connections in learning between mind and body; thought and action.
4. It discounts reading and writing as favorable methods:
   - to bolster the acquisition of playing or performance skills.
   - to make use of an individual's store of information, knowledge, and interest in sports as a basis for expanding learning and literacy.
   - to unfold innumerable mental and physical health concepts students of all ages can develop and apply toward happy, wholesome living.

Parents and teachers can make good use of supplemental reading and writing instructional activities that incorporate sports as an overall theme. These efforts should be made with the understanding that the listless connection that exists between many young people and reading or writing activities is not always the result of their inability to read, write, or complete assignments. More frequently it is because they are not motivated to apply themselves, fail to evolve good study/work habits or skills, and consequently are not committed to becoming effective readers and writers.

The following sports-related reading and writing activities have been developed to attract many young people who are interested in or identify with athletes and athletics. These are not meant to be complete instructional packages; rather they serve as models from which parents and teachers may devise their own. The activities guide and suggest rather than dictate ways to enhance students' reading and writing skills. They should not be employed as simply paper and pencil "drill work."

A more appropriate approach would consist of using the ideas and materials to stimulate group discussion or broader individual projects. At times, students may even be encouraged to rewrite or concoct alternative sports-based reading and writing activities that are more imaginative, comprehensive, or appealing to their personal interests. Parents and teachers can also gain valuable assistance from older students, letting them act as tutors using these activities with younger or less able students. They might also act as follow-up exercises and reinforcement for performance-based instruction or serve as a means of motivating many students who would not otherwise develop literary strengths.

Middle School Activities

Believe It or Not

Sport: General

Purpose: To develop a student's ability to use reference materials to read and learn about the origins of unfamiliar sports; to develop a student's capacity to recall details and interpret diagrams.

Materials: Pencil

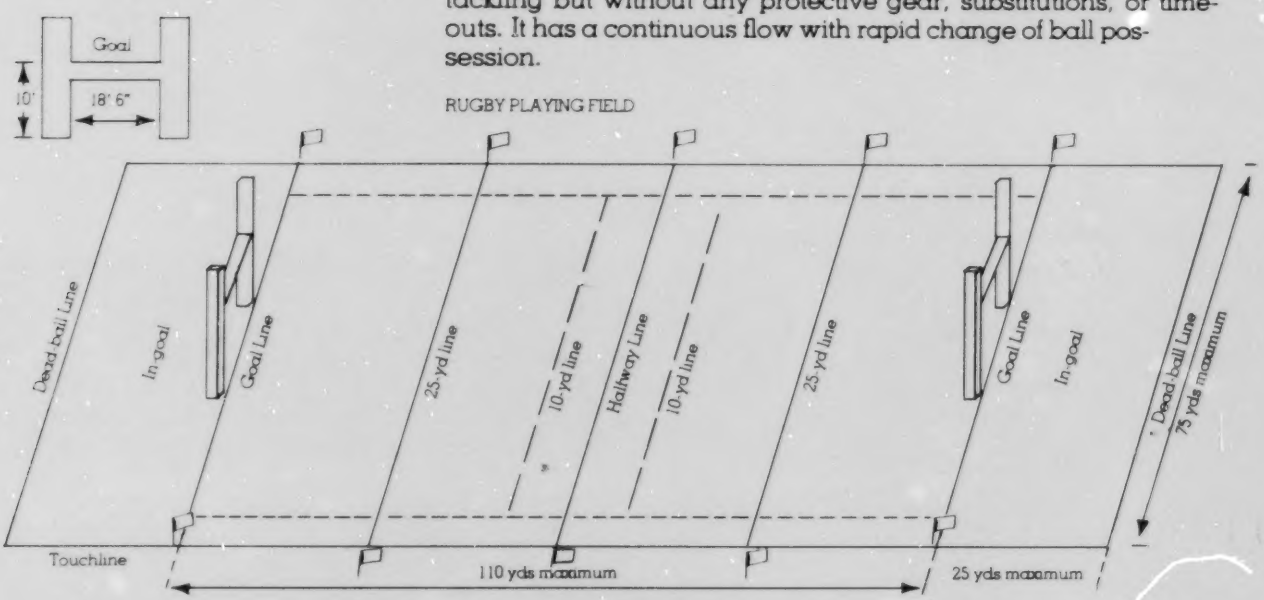
Discussion: One important school-related reading skill is reading to find specific information. Parents and teachers can use references of lesser-known sports to stimulate students to read, locate, and recall various facts. These may include interesting details related to play, equipment, dates, and places of origin, etc.

Directions: Below are several written accounts of some fairly uncommon sports in America. Read the brief description of each one and underline the specific facts or details related to these sports.

RUGBY

Rugby had its beginning at Rugby School in England in 1823. It is a sport similar to American football and soccer, in which 2 teams (with 13 players on a side) compete to score points by advancing the ball into the opponent's end zone or by kicking the ball through the goalposts. The grassy field is 110 yards long and 75 yards wide.

Rugby (called rugger in England) is a rough contact sport that demands superb conditioning and stamina. It is a game of running, passing (only lateral and backward tosses), kicking, and tackling but without any protective gear, substitutions, or time-outs. It has a continuous flow with rapid change of ball possession.



BEST COPY AVAILA

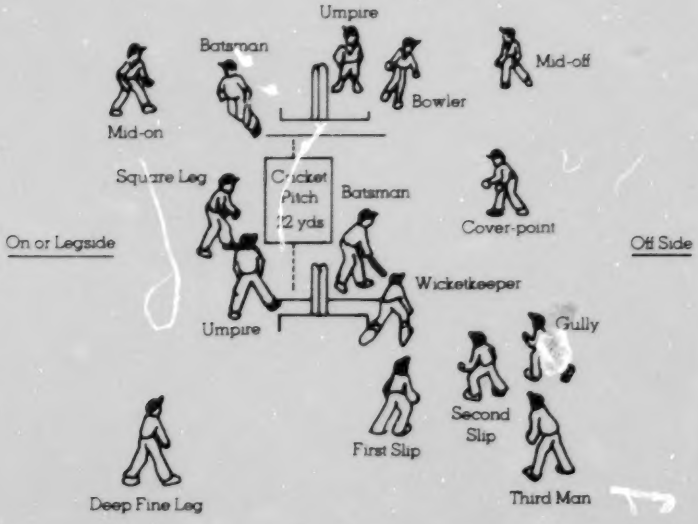
A typical and frequent event in a rugby match is the scrummage or set scrum, which results from a minor penalty called by the referee. Teammates hold each other in a 3-4-1 alignment and come together headfirst against the opposing pack. Once the ball is put in play, each group masses its combined strength against the other. At the same time, the players try to hook the ball backward with their feet and direct it to one of the backs, who then initiates an offensive action.

CRICKET

Cricket's origin is unknown. The name probably came from the Old English "cryce," meaning "stick," and in its crude form, resembled the 13th-century game known as club-ball. Modern cricket evolved in England in the 18th century, mainly because of the great landowners who tried their skills on a field of play with their tenants.

It is played with a [illegible] ball on a large field, known as a ground, between 2 teams of 11 players each. This centers upon 2 upright wickets, each defended by a batsman. A bowler (pitcher) bowls (a straight-arm, usually overhand, delivery) the ball, attempting to dismiss (put out) the batsman by hitting the wicket. Runs are scored each time the batsmen exchange positions without being dismissed.

PITCH AND POSITIONS



Each side has 2 innings, normally taken alternately. Matches are played for a predetermined amount of time, and often 2 days or more are necessary to finish.

The ground has no set dimensions. It may be circular or oval and must be limited to a maximum of 75 yards in any direction from its center.

The bat has a willow striking face (38" long) and a cane handle layered with thin strips of rubber bound with the twine and covered with a sheath of rubber. The ball has a hand-stitched red leather cover and an interior of cork wound with twine. A cricketer's uniform is white: shirt, trousers, boots, and sweater.

LACROSSE

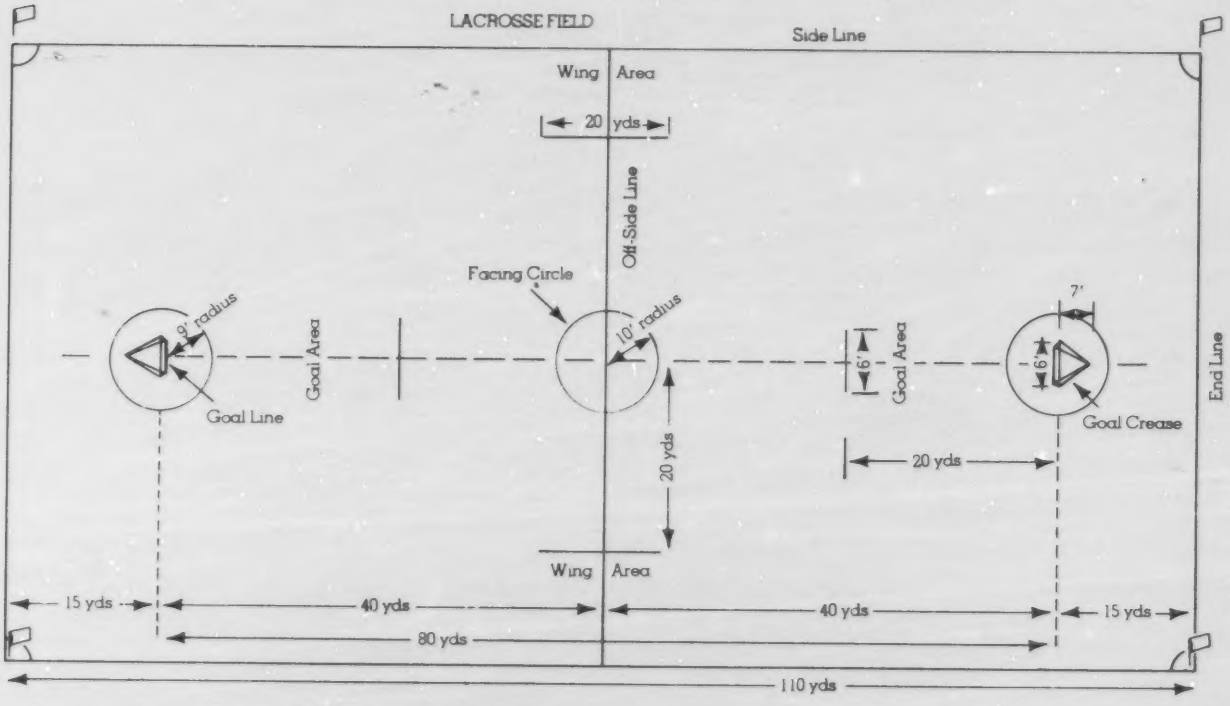
Lacrosse began as the Native American game, baggataway. It was played using a stick with a rawhide bag for throwing and catching the ball. This stick was similar to a bishop's crosier, so the early explorers renamed the Indian game lacrosse.

The crosse or stick, made of bent hickory with a triangle netting of catgut, is used for catching, carrying, and throwing the ball. The lacrosse ball is made of rubber and weighs around 5 ounces.

Lacrosse is played by 2 teams of 7 players each. The play is started from the center of the field by a face-off between the 2 center players.

Players are penalized for rule infractions by suspension from the game for a certain time. They leave the field and go to a penalty box.

The object of lacrosse is to send the ball through or into the rival's goal as many times as possible within the regulation period of play, which is 60 minutes. This is divided into 4 periods of 15 minutes each. A goal counts as one point.



BEST COPY AVAILABLE

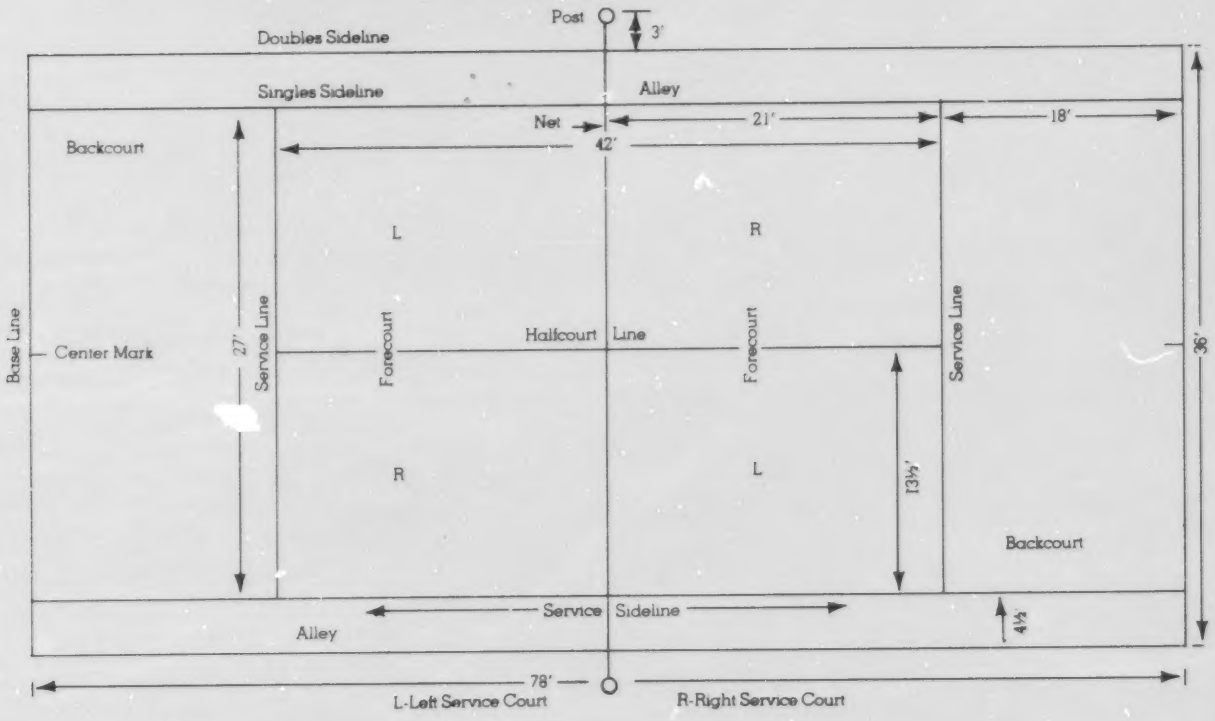
BEST COPY AVAILABLE

LAWN TENNIS

Lawn tennis began in 1873, when a British army officer, Walter C. Wingfield, adapted the rules and techniques of court tennis to devise a game to be played on grass. The original court resembled an hourglass, measuring 60' in length, with 30' base lines and a 21' center line. The players played with a rubber ball and an oval-shaped racket. Two or 4 players played at a time on the court.

The next year, Wingfield patented his invention under the name of Sphairistike. He soon settled on the name "lawn tennis" because the former term was difficult to pronounce. Within a year, the hourglass shape was replaced by a rectangular shape with the present court dimensions (78' in length and 36' in width for doubles).

LAWN TENNIS COURT

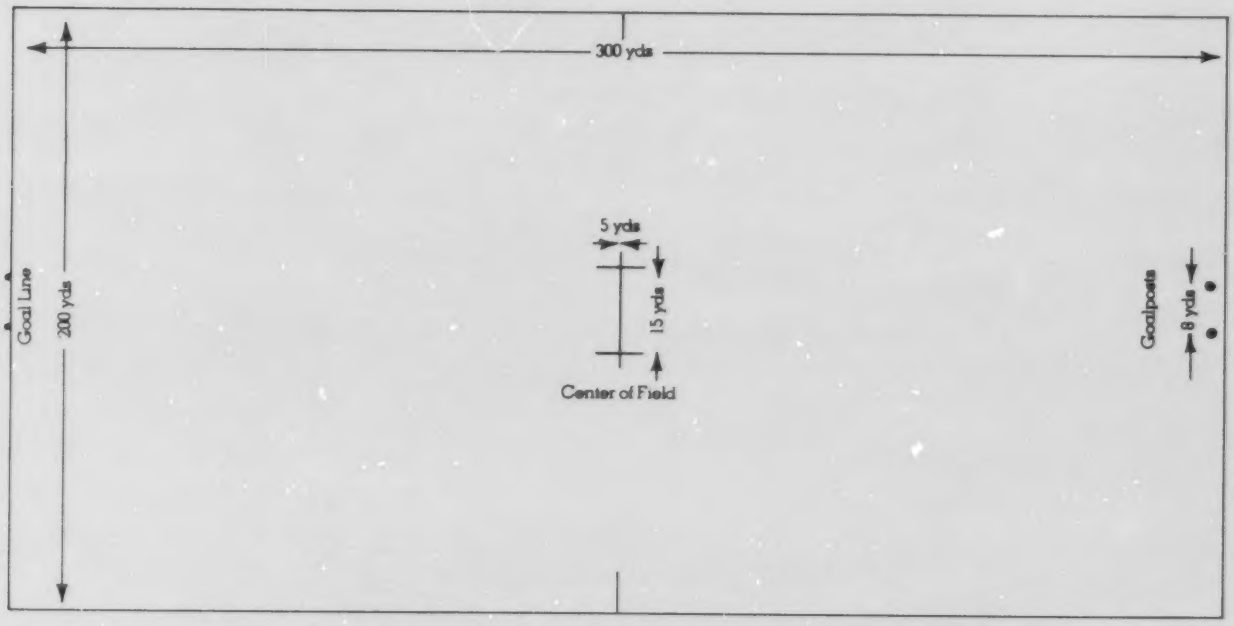


POLO

Polo began as early as the 1st century AD in Persia (now Iran). It is played on horseback between 2 teams of 4 players each who use mallets with long, flexible handles to drive a wooden ball down a grass field (300 yards in length by 200 yards in width) and between 2 goalposts.

A player's equipment usually consists of boots, white breeches, knee guards, whip, spurs, mallet, helmet, and a jersey. Polo ponies are not of any special breed or size. Thoroughbreds and three-quarter thoroughbreds are generally considered the most acceptable. It takes 6 months to a year to train a polo pony.

POLO FIELD



KORFBALL

Korfball, which resembles basketball, handball, and netball, was first played in 1902 in The Netherlands. The object of the game is to throw the ball so that it goes through the basket from above, scoring one point.

Korfball is played outdoors by 2 teams of 12 (6 women and 6 men) on a rectangular field of 100 yards in length and 45 yards in width. A short distance inside the end line (at either end of the field) is a goalpost supporting a cylindrical basket hoop. The rim of the basket is 11½' above the ground. The basket is 17" in diameter and the ball is about 8½" in diameter and weighs 14-16 ounces.

The field is divided into 3 zones, each occupied by 2 men and 2 women from each team. Their movement is confined to their zone. A game consists of 12 45-minute halves, and play begins with a free pass from center. Action consists almost entirely of passing the ball from hand to hand and from one zone to the next. Kicking, punching, handing off, running with the ball, and passing the ball over an intervening zone are illegal. Although no body contact is permitted, close guarding is done with opponents

of the same sex. A penalty shot from a penalty mark 13' away is given to the victim of a major violation of the rules.

After 2 goals are made, players move to the next zone: defense to center, center to attack, and attack to defense. This places the players in a variety of playing positions.

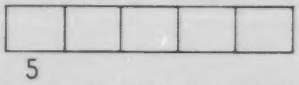
KORFBALL

Have the student fill in blanks in the sentences below, incorporating facts that s/he has gathered from the preceeding descriptions.

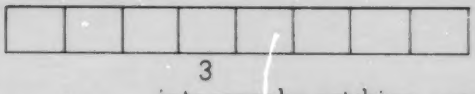
rugby	lacrosse	polo
cricket	lawn tennis	korfball

1. _____ is for 2 or 4 players.

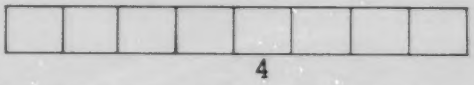
2. _____ began in 1823.



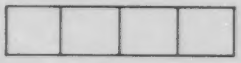
3. _____ is related to handball, basketball, and netball.



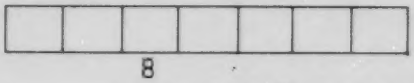
4. The object of _____ is to score by catching, carrying, or throwing the ball toward or into the opponent's goal.



5. In _____, players are mounted on horses with long sticks to hit a wooden ball.

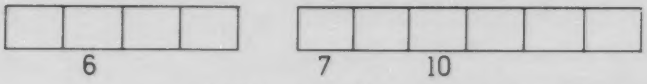


6. _____ is played on a large field centering upon 2 wickets each defended by a batsman.



7. _____ involves handling, kicking, and dribbling the ball. Lateral passing, tackling, and the scrum are some aspects the game.

8. _____ evolved in 1873 in England.



9. _____ is of Dutch origin and began in 1902.

10. _____ is played with a ball and a stick with a net on one end. There are 10 players on a team.

Have the student write the letters from the numbered boxes on the numbered spaces below to form a word that represents details and facts.

					m					
1	2	3	4	5		6	7	8	9	10

Answers, page 75

Follow-Up Activity: Ask the student to select one of the sports in this activity that s/he would like to know more about. Provide him/her with an encyclopedia to locate additional information. Then ask the student to write a letter describing this sport to a friend. After this is done, go over the letter with the student and underline all the details s/he was able to cite in reference to this game.

Dear _____:

It's All in the Name

Sport: General

Purpose: To develop a student's fluent word-recognition and oral reading skills.

Materials: Pencil, paper, list of nicknames

Discussion: Parents and teachers can use sports-team names to develop tongue-twister word-recognition reading and writing activities. These challenge a student to recognize words in print that have the same or similar spelling patterns and sounds. The student must pronounce each word correctly and concentrate on reading smoothly.

Directions: Read and discuss with the student the following examples of sports team tongue twisters:

1. Several successive goals were scored by the San Diego Sockers.
2. The Cleveland Cavaliers clearly came close to clubbing the clowns from Connersville.
3. The Seattle Seahawks saved the game by scoring 7 goals.

Then direct the student to use the following list of team nicknames to write sentences containing tongue twisters:

LIST OF TEAM NICKNAMES:

HOCKEY

Philadelphia Flyers
Pittsburgh Penguins
Boston Bruins

BASKETBALL

New York Knicks
New Jersey Nets
Los Angeles Lakers
Seattle Supersonics
San Antonio Spurs

SOCCER

Seattle Sounders
Los Angeles Aztecs
Philadelphia Fury
Houston Hurricane

BASEBALL

Philadelphia Phillies
Pittsburgh Pirates
Chicago Cubs
New York Yankees

FOOTBALL

Buffalo Bills
Tampa Bay Buccaneers
Kansas City Chiefs
San Francisco 49ers

Follow-Up Activity: Present the following athletes' names to the student and ask him/her to write a paragraph incorporating numerous tongue twisters. To develop reading fluency, these brief stories may be read orally to the parent or teacher.

MOSES MALONE

Moses Malone managed to make many points during the Memorial Day game. Moses most likely matched his skill that day with many of the best players in the basketball world. Malone might become a major sports hero in the marvelous world of "My Main Man" basketball.

POSSIBLE NAMES TO USE:

1. Alexis Arguello (boxing)
2. Gayle Goodrich (basketball)
3. Sam Snead (golf)
4. Bobby Bonds (baseball)
5. Bjorn Borg (tennis)
6. Mike McEwen (hockey)
7. John Jefferson (football)

Pass the Sports Word

Sport: General

Purpose: To improve a student's ability to concentrate; to strengthen word-recognition skills.

Materials: List of passwords, paper, pencil, stopwatch

Discussion: Parents and teachers can use the format of the television game show "Password" in the context of sports to enhance a student's ability to concentrate and to reinforce word-recognition skills. By using familiar sports terms for the passwords, parents and teachers can make the game one of high interest for many students.

Directions: The following game is played like "Password" but requires only 2 players. Before beginning play, make sure each student has a "Sports Passwords" list, located at the end of this activity. The object of the game is for one player to provide the other player a clue word that allows him/her to guess a particular sports password. Each player has 10 seconds to guess the word. If a player guesses correctly on the first clue word, s/he receives 10 points. If a player guesses a form of the password, s/he gets one chance to self-correct and say the exact password. A total of 10 clue words may be given for each password. The point value diminishes by one with each clue word given. If a player needs 5 clue words to guess a password, s/he would only receive 5 points. After both players have gone through their list of passwords, the score is totaled and the player with the most points wins. See example below.

> Player 1 selects the first password from his/her list. The word is team. Without revealing this word to the other person, s/he provides a clue word. An example would be group.
>
> Player 2 tries to guess the password from the clue-word group. If Player 2 guesses correctly on the first clue word, s/he would receive 10 points.

The following are rules that should be used with the clue words:

- The clue word must be a single, nonhyphenated word.
- Proper persons, places, or things may be used as clue words.
- The clue word cannot contain any part or form of the password.
- A player can repeat a clue word if s/he deems it necessary.
- A player cannot spell a clue word.

"A" List of Sports Passwords	"B" List of Sports Passwords
1. halftime	1. team
2. World Series	2. home run
3. league	3. score
4. game	4. puck
5. champion	5. kick
6. diamond	6. player
7. rebound	7. corner
8. period	8. football
9. bout	9. pitcher
10. field goal	10. basketball
11. dribble	11. goalie
12. base	12. point
13. steal	13. serve
14. Super Bowl	14. knock-out
15. fight	15. touchdown
16. opponent	16. field
17. coach	17. court
18. dugout	18. arena
19. safety	19. victory
20. net	20. racket
21. singles	21. punch
22. heavyweight	22. stadium
23. titleholder	23. dunking
24. defeat	24. penalty
25. manager	25. goal

Follow-Up Activity: Ask the students to prepare their own lists of 25 passwords using terms from their favorite sport. Have the students work in pairs to prepare the list of passwords and then play as partners during the game. Team A can compete against Team B and the team that can accumulate the most points wins the game.

Reading Between or Beyond the Lines

Sport: General

Purpose: To improve a student's understanding of figurative language, which is often used in composing the headlines of sports articles; to enhance a student's use of figurative expressions in his/her own writing.

Materials: Assortment of headlines cut from sports articles in newspapers or magazines, scissors, glue, large sheet of paper (such as manila paper), pencil or pen

Discussion: Frequently, the fluent speaker of a language is a person who has a strong grasp of figurative expressions. Using sports magazines and newspaper sports sections, clip story headlines which have utilized figurative language such as the following:

"NFC Central: Sims steals the spotlight"
"Fans up in arms over ticket prices"
"Baseball season put on hold after Thursday?"

The underlined words in the above headlines have been used in a figurative way by the authors. In reading these headlines, one must look beyond the literal meaning of these words. Sports-writers often employ this technique to make their articles eye-catching.

DID YOU SAY,
"The Fans Are Up in Arms?"

Directions: Cut out headlines from sports articles in the newspaper that contain figurative terms or expressions. Glue each headline next to the left margin on a blank sheet of paper. Leave several inches between each headline. Divide the rest of the page into 2 equally wide columns. Label one column "literal meaning" and the other "student's interpretation." See the following example. Have the student read each headline carefully and discuss the literal

meaning of it. Next, discuss what the headline may mean or its figurative meaning. Make certain that the student records both the literal and figurative definitions as a means for comparison.

HEADLINES	LITERAL MEANING	STUDENT'S INTERPRETATION
"Retama buries Fort Worth club to capture title"		A team named Retama beat a Fort Worth team to win a Championship.

"Battle for NFC East title seen as strictly a 2-team race"

"All washed up?"

"Cards whip Phils to snap losing streak"

"Rogers rides herd at Western Open"

"Can wilting Twins flower under the Gardner's care?"

"Australia next up in Cup"

"Home run king Creel emerges from brother's shadow"

"Tornado gets stung again for 20th loss"

Follow-Up Activity: Provide articles for a student to read with the headlines missing. Ask the student to read each story and write a good, figurative headline for the article. Following is an example of one article that lends itself to this type of activity.

> Jockey Larry Saumell, one of New York's most successful riders, has been barred from Aqueduct, Belmont and Saratoga racetracks pending results of a New York Racing Association investigation. Saumell has been accused of using an illegal battery device to stimulate one of his mounts last June 22. Saumell could lose his jockey's license if he fails to cooperate with the investigation or is found guilty. In a reversal for Saumell, racing officials are applying the whip to the jockey.

From Wire Reports

Afterwards, discuss the student's choice of figurative language and the use of each expression in his/her headline. Appropriate headlines for the above article might include:

"Illegal Use of Battery Gets Jockey Charged"
"Racing Officials Apply Whip to Jockey"
"Jockey Thrown from Races Pending Investigation"

The actual headline for the above article read:
"Barred Jockey Faces Possible License Loss"
The by-line read: "Power to Spare."

Sports Detective

Sport: General

Purpose: To develop a student's comprehension skills through an understanding of numerous multiple-meaning expressions; to develop an ability to use context—the parts of a sentence immediately next to or surrounding a specified word that determine its exact meaning.

Materials: Pencil

Discussion: Many words in our language have multiple meanings. These words must be understood in their specific context if a reader is to grasp an author's meaning. For example, the word "dribble" may have several meanings. The following sentences demonstrate 2 meanings of the word "dribble."

It's not a big leak under the sink; it's just a dribble—meaning: a flowing in small drops.

Dribble the ball to the goal—meaning: to keep a ball in motion or move it forward by a rapid succession of bounces.

Various sports employ a wide range of multiple-meaning expressions. Becoming acquainted with these terms adds a great deal of understanding and interest to the games and events themselves.

Parents or teachers can help a student become acquainted with multiple-meaning words by providing him/her with sentences such as those presented in this activity. These contain a large store of multiple-meaning terms.

Directions: Have the student read each pair of sentences and determine the word that fits into each one. Use the sentence below as an example.

> A long, heavy nail used to build railroads is called a spike.
>
> For a spike, the player leaps at the net and smashes the ball with his/her hand into the opponent's court.

1. When one of the tires went flat, she used the _____ from the trunk.

   He made a _____ by knocking over all 10 pins with 2 consecutive rolls of the ball.

2. He was sent to jail after he was caught _____ things that did not belong to him.

   In _____ a base, it's important to watch the pitcher's eyes so you won't be thrown out.

3. They planned to _____ the beef and rice with a salad.

   He won the point with a speedy slice _____ to the opponent's side of the court.

4. There was excitement at the rodeo arena as the cowboys gathered at the _____ .

   The pitcher was warming up in the _____.

5. The magician performed a _____ _____ for the children and pulled a bunny out.

   A _____ _____ is when a single player propels the puck across the opponent's goal 3 times in one game.

6. The 2 book _____ met together to plan the special program.

   Wood _____ are longer than iron _____. A player usually carries 4 woods and 10 irons.

7. The workers decided to _____ for higher wages.

   The third _____ puts the batter out.

8. Do you want a _____, _____, or _____ dip of ice cream?

   A _____ is a hit enabling a batter to reach first base; a _____ is a hit enabling a batter to reach second base; a _____ is a hit enabling a batter to reach third base.

9. The nurse gave the child a _____ in the arm to help him get well.

   A one-handed jump _____ is effective in a crowded area or for a free-throw _____.

10. The recipe called for a _____ of salt.

    The _____ hitter came through with a score for the team.

11. The movie was about a beautiful _____ story in which the couple lived happily forever.

    The backhand stroke made the score _____–30. With this game he would win the match.

12. The bus only made a _____ _____ in each small town.

The _____ plays between second and third base.

13. The _____ was filled with delicious-looking chicken.

The catcher dusted off home _____.

14. The dish had been dropped and had a _____ out of it.

A shot made from just off the green is called a _____ shot.

15. She held the _____ to her ear as she talked on the telephone.

The wide _____ caught the pass.

16. A Saturday chore was to wash and _____.

_____ clubs are identified by numbers one–9.

Answers, page 75

Follow-Up Activity: From each pair of sentences in the preceding activity, have the student reread the sentence that pertains to sports. Ask the student to note words in the sentence which give the reader a clue about the name of the sport which regularly uses the term. In the following manner, the student should write the clue words from the sentence, then write the name of the sport as determined from these clues. Being a good detective means uncovering as many of these words as possible.

CLUE WORDS	NAME OF SPORT
leaps, net, hand, court	volleyball

After the student has completed the above activity, discuss the clue words taken from the sentences as they refer to a particular sport. Compare the student's conclusions with those on the parent's or teacher's page. Children may enjoy searching through sports articles for more multiple-meaning words used in various sports. The students may be encouraged to write their own sentence pairs to demonstrate the multiple meanings of the words they discover.

Answers, page 75

Try My Way!

Sport: General

Purpose: To develop a student's higher-level comprehension skills of sequencing, analyzing, comparing, or making inferences; to encourage creative writing.

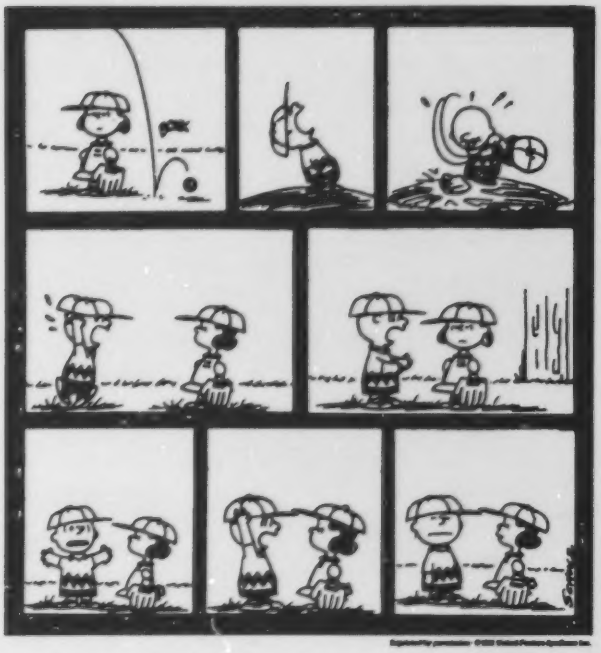
Materials: Original sports cartoon sketch or newspaper comic strip, plain paper which is as large as the comic strip, pencil, glue, scissors, stapler

Discussion: A student's continued growth in reading is dependent upon his/her ability to recognize sequence, analyze information, compare and contrast ideas, and make inferences about materials they have read. These higher-level comprehension skills may be highlighted in the following creative writing activities.

Directions: The parent or teacher should cut speech bubbles from any sports-related cartoon. Staple the cartoon frames onto a background of plain paper. Glue the author's original speech bubbles onto another sheet of paper in their correct sequence.

POW
AAUGH!
I CAN'T STAND IT
WHAT KIND OF AN OUTFIELDER ARE YOU?!
THAT BALL ONLY MISSED YOU BY A FOOT!! CAN'T YOU SEE? WHAT WERE YOU THINKING ABOUT? WHAT'S WRONG WITH YOU?!
YOU'RE GETTING WORSE ALL THE TIME! WHAT DO YOU WANT THEM TO DO, COME OUT HERE AND HAND YOU THE BALL?
WHAT IN THE WORLD MADE YOU MISS THAT ONE?!
I WAS HAVING MY QUIET TIME!

Reprinted by permission: © 1968 United Feature Syndicate Inc.



What the author had to say . . .

AAUGH!
I CAN'T STAND IT
WHAT KIND OF AN OUTFIELDER ARE YOU?!
THAT BALL ONLY BOUNCED YOU BY A FOOT!! CAN'T YOU SEE? WHAT WERE YOU THINKING ABOUT? WHAT'S WRONG WITH YOU?
YOU'RE GETTING WORSE ALL THE TIME! WHAT DO YOU WANT THEM TO DO, COME OUT HERE AND HAND YOU THE BALL?
WHAT IN THE WORLD MADE YOU MISS THAT ONE?!
I WAS HAVING MY QUIET TIME!

Give the student the sports cartoon portion with speech bubbles removed. (Since the cartoon has been placed over a sheet of plain paper, the student will have a place to write.) Ask the student to write in what s/he thinks the characters are saying in each frame. Then, ask him/her to read each of the author's original "speech bubbles." Enjoy comparing the student's version and the original. This may also be done as a group activity.

Follow-Up Activity:

To teach sequencing, cut out another sports-related cartoon frame by frame. Number the back of each frame to correspond to the original sequence.

Jumble the order of these frames and spread them out on a table in front of the student. Ask the student to put them into the correct story order. When s/he has finished, turn the frames over and compare the author's original story sequence with that of the student. Discuss similarities and differences. When the student's version varies from the author's, ask him/her to explain why s/he thought a particular frame seemed to fit in that position. If his/her answer is justifiable or logical, there is no need to change the sequence. If, on the other hand, the sequence is obviously illogical, help the student understand why an alternative frame would be more appropriate.

Who Says So?

Sport: General

Purpose: To develop a student's critical reading skills by teaching him/her to read and evaluate the sometimes duplicitous language of advertising.

Materials: Paper, pencils, synopses of ads with sports figures endorsing products

Discussion: Advertisers have long used sports personalities in ad campaigns to endorse all types of products. Many students especially, can be swayed by these ads because they fail to read critically. They identify the product with a person who they may regard as a role model. Students can be taught to read critically and analyze advertising testimonials by pinpointing advertising methods and questioning their purposes.

For example, a tire company ad pictures Roger Staubach and states, "Roger Staubach—one of the most dependable performers in football history: and an engineer by training." It goes on to say that this tire has "performance built-in" and a "longer tread life."

The implications are that (a) Roger Staubach uses these tires on his own car, (b) the tires are dependable and good performers like Roger, and (c) since Roger was trained as an engineer, he is technically qualified to evaluate tires. These ideas are misleading because (a) it doesn't say that Roger uses the tires, (b) Roger's dependability and performance have nothing to do with the quality of a tire, and (c) being an engineer does not qualify Roger as a tire expert.

Directions: Begin a discussion of product endorsements by asking the student to name commercials s/he has viewed which show sports figures recommending products. Using these and the preceeding Roger Staubach example, ask the student to answer the following questions:

1. What sports personality is endorsing this product?
2. Does the product relate in any way to the endorser's sport or area of expertise?
3. Why do you think this particular person was chosen for this ad?
4. What qualities does s/he have that the company wants you to associate with their product?

5. What implications does the ad make? Are these implications misleading? Why or why not?

6. What catchy phrases are used to grab your attention?

Have the student read the following excerpts of magazine advertisements. Then have him/her write the answers to the preceeding questions and discuss them.

Ad #1 An ad for a book which teaches children to play tennis has a picture of several small kids holding rackets almost as big as they are. The headline reads, "Did Tracy Austin start this way?" and goes on to say that yes, as a matter of fact, she did, and that the author of this book taught her to play tennis.

Ad #2 An ad for a brand of golf balls reads, "Golf's 2 most durable performers are both named Hogan."

Ad #3 An ad for a brand of watches pictures Arnold Palmer in mid-swing and reads:

> It's more than the private jets, the lucrative entrepreneurial ventures, and the television commentary. It's style. The Palmer style . . . he's reinforced his reputation every step of the way. Like the watch he wears . . . a testament to style, to endurance, to timeless value.

Ad #4 An ad for an investment firm uses Tom Watson to tell us that by listening to this company's advice one can learn how to "stay ahead of that inflation bogey."

Ad #5 A headline for a sportswear ad introduces "The Newest Doubles Team in Tennis. . . . "Harold Solomon and this line of tennis wear. It asks you to let this product make you a winner on and off the courts.

Ad #6 A grinning Walt Garrison holds up a snuff can (Super Bowl ring clearly in view). The ad reads, "Go smokeless. It's the only way to go."

Ad #7 Lee Trevino, driver in hand, points to a steel-belted radial tire and says, "I'm not the first to tell you that the grip is important when you drive." The ad continues, "Freeway or fairway, on the roads or in the rough, grip is important."

Follow-Up Activity: Have the student search newspapers and magazines to find at least 5 ads which contain sports personality testimonials. Ask him/her to analyze the ads using questions from the previous activity. Then have the student create an ad for a product using a current sports hero's imaginary testimony to endorse it.

Wide World of Cause and Effect

Sport: General

Purpose: To improve comprehension by encouraging a student to recognize and use cause-and-effect relationships; to expand a student's vocabulary by introducing specific terms related to various sports.

Materials: Paper, pencil, list of cause-and-effect statements

Discussion: Much of what a student must read requires him/her to recognize cause-and-effect relationships. A cause is something that occasions a result and an effect is a condition or occurrence directly traceable to the cause. Each student can improve his/her comprehension by learning to identify, understand, and use these relationships. To help a student make a clear distinction between cause and effect, introduce him/her to the following example:

1. John put his hand on the hot stove.
2. John burned his hand badly.

The fact that John put his hand on the hot stove is the cause. The effect of John putting his hand on the stove is that he burned his hand. Number 2 happened because of number one.

To make sure the student understands this concept, ask him/her to identify the cause and the effect in the following statement:

Susan forgot to set the alarm and was late for the game.

(cause) Because _____.
(effect) Susan was _____.

Directions: Have the student match the effect in column 2 with the appropriate situation in column 1. Before beginning the exercise, have the student scan the underlined words in column 1. Explain the sports-related context of each set of words.

1	2
A. John McEnroe throws a temper tantrum on the court at Wimbledon and yells at a line judge.	1. The coach was fired.
B. The race car driver entered the curve too quickly.	2. The boat capsized.
C. The golfer hooked his drive.	3. The football team was penalized 5 yards.
D. The tackle jumped offside.	4. The great tennis star is fined $10,000.
E. The offensive linemen failed to block.	5. The skier was disqualified from the race.
F. The team did not win a game all season.	6. It was a false start and the runners had to line up at the starting line again.
G. The tennis player scored an ace on his first serve of the game.	7. The car spun out of control and smashed into the wall.
H. One runner jumped the gun.	8. The ball landed in the rough.
I. The mainsail fell.	9. The quarterback was trapped.
J. The slalom racer missed a gate.	10. The score was 15-love.

Answers, page 75

Follow-Up Activity: Write a possible cause for each of these effects:

1. The cowboy received no score in the bullriding event.
   possible cause: _____
   _____
2. The hockey player was put in the penalty box.
   possible cause: _____
   _____
3. The manager was thrown out of the game.
   possible cause: _____
   _____
4. The golf ball landed in the sand trap.
   possible cause: _____
   _____
5. The gymnast fell off the balance beam.
   possible cause: _____
   _____

6. The boxing match lasted only 2 of the scheduled 10 rounds.
possible cause: _____

_____

7. The batter was awarded a ground-rule double.
possible cause: _____

_____

8. The glass backboard was shattered by the force of "Chocolate Thunder's" dunk.
possible cause: _____

_____

9. Dr. J was awarded 2 free throws.
possible cause: _____

_____

10. The center fielder dropped the routine pop fly.
possible cause: _____

_____

The Hard Charger and the Bridesmaid

Sport: Auto Racing

Purpose: To develop a student's literal and inferential comprehension skills by introducing questions that are related to a newspaper sports article on automobile racing.

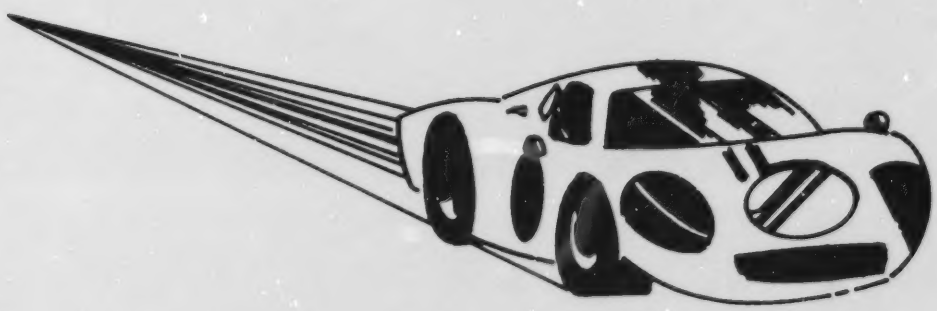
Materials: Paper, pencils

Discussion: To understand everything we read is a difficult task. Comprehension is a learned skill and as such requires much practice. Anatole France (1844–1924), a famous French writer and literary critic, once said, "It is better to understand little than to misunderstand much." Parents and teachers can make good use of sports-related newspaper and magazine articles to teach students that an author's meaning may be stated literally (upholding the concrete interpretation of a word, sentence, passage, or selection) or inferentially (to draw a conclusion or make a deduction based on facts that are not specifically stated but must be assumed or induced). Frequently students read not only for factual understanding but must use the facts or specific information to infer an author's meaning. This means they must not only "read the lines" but must be able to "read between and beyond" them.

Directions: Ask the student to read the sports article on the following page and underline 5 specifically stated facts, for example:

> In the second paragraph, the fact that Yarborough won the race is specifically stated.

After reading the article and underlining these pieces of information, direct the student to read the following 5 paragraphs taken from the news story and answer the accompanying questions by circling the letter next to the best answer.



Cagey Yarborough wins Firecracker

By Gary Long
Knight-Ridder Wire

DAYTONA BEACH, Fla.—Cale Yarborough, hardest of the hard chargers, found himself a "gentleman race driver" Saturday and took advantage of him.

Yarborough rode the back bumper of Harry Gant's Buick most of the last 50 miles and then whipped past on the inside just one mile from the finish to win Daytona's Firecracker 400 for the fourth time.

Never a winner on the NASCAR Grand National circuit, Gant became a bridesmaid for the eighth time in the last year and a half. Nice guys finish second; but they finish.

Yarborough fully expected Gant to leave him racing room when he made his inside move at the end of the back straightway on this 2¼-mile trioval. "I know Harry Gant was the type man I didn't have to worry about," he said, meaning it as a compliment.

And what if Gant had eased down a couple grooves to try to pinch him against the infield grass? "Were you here in '79?" Yarborough responded.

The reference was to the 1979 Daytona 500. Yarborough tried the same slingshot move on Donnie Allison, again entering the third turn, again on the last lap, and Allison refused to yield.

They proceeded to bang together three times before crashing into the wall, and they ended up fighting in the third-turn infield grass while Richard Petty celebrated a gift victory.

Oddly, Petty's Buick was nipping at the heels of the frontrunners, with Buddy Baker just a few car-lengths further back, but they settled for third and fourth as Yarborough beat Gant to the line by a car-length.

"I knew if I could get into the third turn going flat-out and keep my momentum that there was no way he (Gant) could beat me back to the line," Yarborough said.

Gant, at 41 the same age as Yarborough but a relative latecomer to Grand National racing, took defeat philosophically, "There was nothing I could do to hold him off," he said. "I had tried to zig-zag across the race track to keep him from getting around me, but obviously it didn't work."

A crowd estimated at 65,000 on another of those hazy, crazy Daytona days of summer still experienced plenty of thrills without a last-lap crash for a capper.

The yellow flag flew on six occasions, slowing the field for 37 of the 160 laps, for blown engines, three single car mishaps and a wild and terrifying six-car tangle.

Yarborough, who banked $24,675 to Gant's $15,350 from a purse exceeding $260,000, appeared to have the edge in his M.C. Anderson-owned Buick. Though there were 35 official lead changes among 10 drivers, Yarborough led 78 laps.

"We've got a new set of circumstances down here," said Neil Bonnett, whose run of hard luck this season continued when the engine on his Wood Brothers Ford blew after 93 hard laps.

"The new cars (mid-sized models mandated by NASCAR this season) are really squirrelly when they're running together. If one car can break away, like Cale did, he can hold it wide open through the turns. But the guys in the pack have to back off because the cars are scooting and jumping around.

In fact, Yarborough was able to run away and leave the field in his wake twice. But after the final caution period, during which Yarborough took on four new tires, he seemed to have lost part of his advantage.

"The race track got a little greasier and my car got a little looser," he said. "I was afraid to try to break away again. You've got to use your head a little bit in this race business. It took patience, and it's hard to be patient for 30 laps. But I knew what I had to do and did it.

He and Gant swapped the lead back and forth twice. But that, Yarborough said, was just "testing" of Gant. He said, "He will win. He's got a good team."

The caution periods slowed Yarborough's average speed to 142.588 mph, a far cry from the record 173.473 winning run of Bobby Allison in the 1980 Firecracker. Allison, a four-time winner and the Grand National points leader this year, was trying to chase down Yarborough near the 275-mile mark when his engine quit.

The victory was Yarborough's 71st in an illustrious career, his second in nine 1981 events in his trimmed-back schedule.

Dallas Times Herald, July 5, 1981
Answers, page 76

Editor's Note: On April 25, 1982 Harry Gant won the Virginia 500 capturing his first NASCAR victory.

1. Yarborough fully expected Gant to leave him racing room when he made his inside move at the end of the back straightway on his 2¼-mile trioval. "I know Harry Gant was the type man I didn't have to worry about," he said, meaning it as a compliment.

Why did Yarborough expect Gant to leave him some racing room when he made his move?
a) Yarborough knew his driving ability was better than Gant's.
b) Gant was always known to be a strictly second place finisher.
c) Yarborough knew of Gant's reputation of being a "gentleman race driver."

2. The yellow flag flew on 6 occasions, slowing the field for 37 of the 160 laps, for blown engines, 3 single-car mishaps, and a wild and terrifying 6-car tangle.

The yellow flag was flown for 37 of the 160 total laps, which implies that almost _____ of the race was run under a caution flag.
a) 25%
b) 18%
c) 30%

3. "The new cars (mid-sized models mandated by NASCAR this season) are really squirrelly when they're running together. If one car can break away, like Cale did, he can hold it wide open through the turns. But the guys in the pack have to back off because the cars are scooting and jumping around."

The new mid-sized cars:
a) are easier to handle than the previous full-size cars.
b) are required by NASCAR rules.
c) perform well on any type of track surface.

4. Gant, at 41 the same age as Yarborough but a relative latecomer to Grand National racing, took defeat philosophically, "There was nothing I could do to hold him off," he said. "I had tried to zig-zag across the race track to keep him from getting around me, but obviously it didn't work."

Using context clues, what do you think the author means in the phrase, "took defeat philosophically?"

a) Gant had a noncaring attitude.
b) Gant was satisfied he had finished the race according to his own set of values.
c) Gant was admitting that Yarborough was a better driver.

5. In fact, Yarborough was able to run away and leave the field in his wake twice. But after the final caution period, during which Yarborough took on 4 new tires, he seemed to have lost part of his advantage.

Why did Yarborough lose part of his advantage?
a) His car developed engine trouble.
b) The new tires overheated easily, causing him to slow down.
c) The new tires were not suited to the track conditions.

To reinforce the student's ability to recognize facts and make inferences, ask him/her to answer the following questions either true or false, based on the previous sports article.

Answers, page 76

Follow-Up Activity:

1. _____Yarborough led the race for 78 laps, which was over half of the race.
2. _____ The difference in the amount of money won between first and second place was $9,325.00
3. _____ Yarborough's character is described by a word in the title of the article.
4. _____ Gant had finished in second place 4 times in the last year-and-a-half.
5. _____ Yarborough's victory was his ninth in 1981.
6. _____ "Squirrelly" means to scoot and jump around.
7. _____ Neil Bonnett's engine blew up after completion of three-fourths of the race.
8. _____ Yarborough received approximately one-tenth of the total prize money for first place.
9. _____ Gant and Yarborough both drove Buicks.
10. _____ Buddy Baker and Richard Petty placed fifth and sixth in the race.

Answers, page 76

Crossword Puzzle—American League Teams

Sport: Baseball

Purpose: To develop a student's spelling and word recognition skills; to provide an academic context in which to apply his/her knowledge of baseball.

Materials: Pencil

Discussion: Crossword puzzles can be used to motivate students to practice reading and writing skills. Since many students have a high degree of interest in sports, these puzzles can be developed using sports information as the content. This provides students many opportunities to practice spelling an assortment of vocabulary items and drawing conclusions based on the clues.

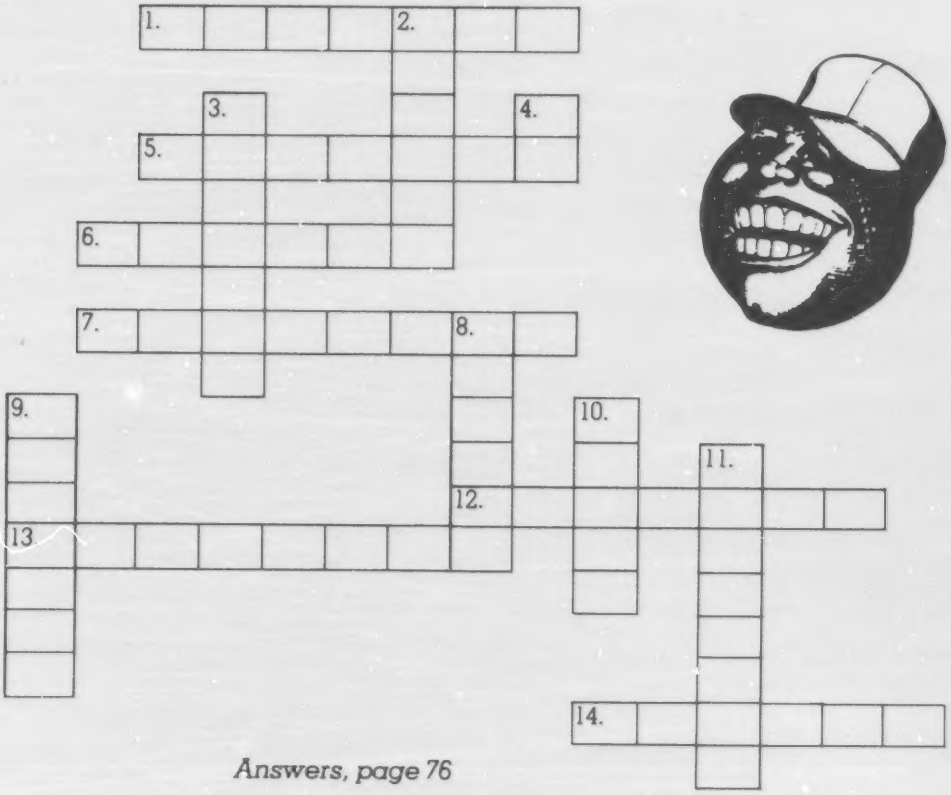
Directions: Have the student complete the following crossword puzzle with the names of American League baseball teams.

ACROSS

1. Enemies of the cowboys in western movies
5. In the Civil War, the Rebels (South) fought the _____ (North).
6. Powerful, strong orange and black animals; members of cat family
7. Men such as fishermen who spend their lives at sea
12. Birds that are black and orange
13. When I play basketball, I always wear tennis shoes and _____ _____ on my feet.
14. Three friends, Al, Roy, and Al combined their names to form the name of the team called _____.

DOWN

2. Outlaw motorcycle gang, the Hell's _____
3. More than one masked man, "The Lone _____"
4. All alphabets begin with _____ (plural).
8. Scarlet feet coverings
9. Makers of beer
10. Larry and Moe are brothers who look almost exactly alike. They are _____.
11. Birds that are colored blue



Answers, page 76

Follow-Up Activity: Match the names of the American League baseball teams in the second column with the correct city and/or state in the first:

CITY/STATE	TEAM
____ A. New York	1. Rangers
____ B. Seattle	2. Twins
____ C. Oakland	3. White Sox
____ D. Cleveland	4. Yankees
____ E. Texas	5. Blue Jays
____ F. Chicago	6. Angels
____ G. California	7. Red Sox
____ H. Boston	8. Brewers
____ I. Toronto	9. Mariners
____ J. Baltimore	10. Orioles
____ K. Kansas City	11. Indians
____ L. Milwaukee	12. Tigers
____ M. Minnesota	13. Royals
____ N. Detroit	14. A's

Answers, page 76

It's a Steal

Sport: Baseball

Purpose: To build a student's vocabulary by using terms related to baseball.

Materials: Crossword puzzle, clues, pencils

Discussion: Providing a student with sports-related exercises may tap a rich reservoir of experience. Cultivating these experiences will develop his/her problem-solving skills and introduce the student to meaningful reading and writing activities. This approach encourages students not only to use what they already know in order to answer questions, but to apply the known to the unknown in an effort to furnish appropriate responses.

Directions: Present the crossword puzzle and clues on the following pages and have the student complete the crossword puzzle.

CLUES:

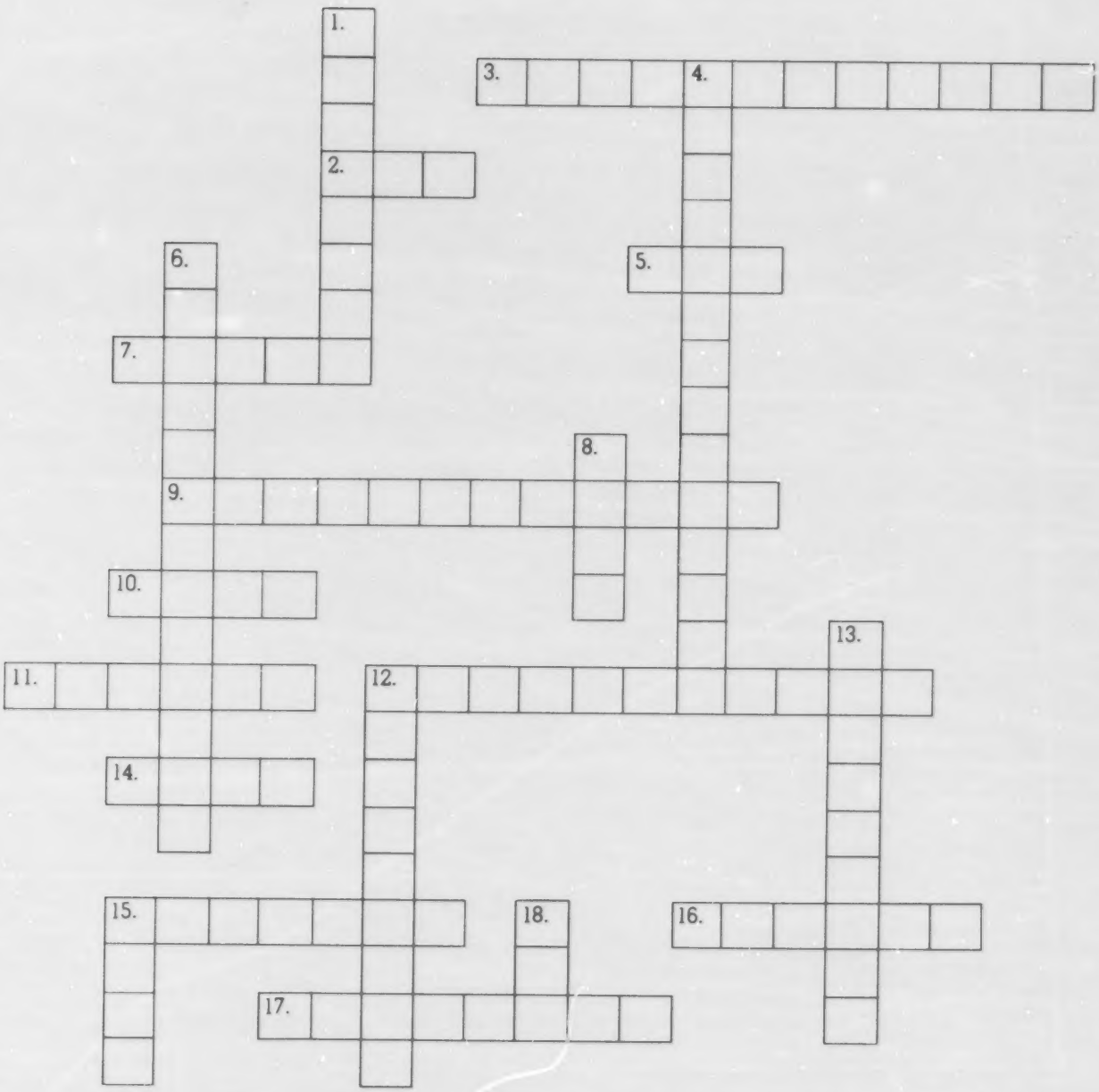
ACROSS

2. Scored when a player advances around the bases and touches home plate without being put out
3. Runs scored by a batter's hits, when s/he receives a base on balls, or when s/he is hit by a pitched ball
5. Any batted ball in fair territory which is not caught in mid-air or thrown to first base to get the batter out
7. A base runner runs safely from one base to another
9. Two teams playing 2 consecutive games
10. Batter taps the ball with his/her bat
11. A 3 base hit
12. Batter needs to bunt so runner can score from third base
14. Batter goes to first base after pitcher throws 4 balls while s/he is at bat
15. An area where players can warm up
16. Any pitch that crosses over the plate between the batter's shoulders and his/her knees
17. Any batted ball that lands ouside the foul lines

DOWN

1. Any batted ball that lands inside the foul lines
4. Percentage of times that a player gets a hit
6. This occurs when a runner on first base runs toward second as the pitcher pitches
8. Illegal act by a pitcher with one or more runners on base

12. Three strikes count as an out
13. When a batter intentionally bunts a ball and is put out so another runner can advance
15. Pitch at which the batter does not swing and does not cross over the plate in the correct location
18. Average number of runs a pitcher allows his opponents to score per 9 innings (abbreviation)



Answers, page 77

Follow-Up Activity: Ask the student to list 10 more baseball terms that were not included in this puzzle. An almanac is a good resource for this activity.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

On with a Double (Meaning)

Sport: Baseball

Purpose: To expand understanding of multiple-meaning words by using them in different contexts.

Materials: Paper, pencil, sentences using multiple-meaning words in the context of baseball

Discussion: Many words have different meanings when used in a specific context. For example, a cell may refer to locked rooms that hold prisoners in jail or in a biological context, a cell refers to a microscopic mass of protoplasm. Students frequently encounter multiple-meaning vocabulary in their content area reading assignments. The ability to recognize different meanings for the same word in varying contexts is important to a student's higher- level reading comprehension.

Directions: Have the student develop sentences using the terms underlined below in the context of baseball. Have him/her write them in the blanks that follow.

> Example: The bat flew out of the cave.
>
> The ballplayer practiced swinging the bat.

1. Strike a match so we can see in here. _____
   _____
2. The fans are keeping the air cool. _____
   _____
3. Terrorists bombed the army base. _____
   _____
4. He was dipping a doughnut in his coffee. _____
   _____
5. Can you force him to do it? _____
   _____

6. Some people refer to marijuana as "grass." _____

7. Don't squeeze the Charmin! _____

8. Maybe this will jog your memory. _____

9. The young man is in the major part of his career. _____

10. Pour the tea from the pitcher. _____

11. What do you base your theory on? _____

12. The teacher told us to line up at the door. _____

13. Get the swatter so I can kill that fly. _____

14. I tipped the waiter $2. _____

15. Some pepper will make the stew taste better. _____

Follow-Up Activity: Match a definition of the underlined baseball-related term on the right to a sentence on the left that contains a word with that meaning used in a different context.

___ A. He's <u>out</u> of film.

___ B. She's the kind of person who <u>steals</u> the show.

___ C. There is a <u>foul</u> odor in here.

___ D. Mom <u>designated</u> me to do the cooking.

___ E. Indians made <u>dugouts</u>, or boats, by hollowing out logs.

___ F. The children <u>swing</u> for fun!

___ G. He will <u>balk</u> when asked to take out the garbage.

___ H. Your <u>shoestring</u> is loose.

___ I. The people who work in laundries, whitening clothes, are called <u>bleachers</u>.

___ J. The pot is on the back <u>burner</u>.

___ K. Mom poured the cake <u>batter</u> into the pan.

___ L. I have a <u>mound</u> of homework to do.

___ M. The train conductor yelled, "All <u>aboard</u>."

___ N. Put the groceries in a paper <u>bag</u>.

___ O. <u>Rhubarb</u> pie is delicious.

___ P. He was in the hospital after riding the mechanical <u>bull</u>.

1. a cut at the ball
2. where the teams at bat in baseball stay
3. a mistake on the part of the pitcher
4. when a ball is hit out of play
5. after a batter hits deep to an outfielder and the ball is caught
6. a player in the American League who only bats
7. after reaching first base a player advances to second with no help from the next batter
8. the cheap seats in a baseball park
9. a fast pitch that goes right past a batter and is called a strike
10. when an outfielder races to catch a ball and grabs it just before it hits the ground
11. a term describing a runner on base
12. a fight on the field
13. pitchers warm up in the _____ pen
14. the player currently at bat
15. another name for base
16. where the pitcher throws from

Answers, page 77

Speaking of Baseball

Sport: Baseball

Purpose: To expand a student's use of figurative language by introducing certain phrases from baseball that have infiltrated our everyday speech.

Materials: Pencils, paper

Discussion: Many sports, including baseball, have provided expressions that lend descriptions to everyday situations. Developing an understanding of figurative expressions will strengthen critical comprehension skills.

Directions: In the spaces provided after each sentence listed below, have the student use the words underlined to develop a sentence in the context of baseball. Then discuss the usages of the terms in both the example and the student's sentence.

1. The elderly lady was a hit in her first appearance on stage.

   _____

2. I suppose my neighbor has struck out once again trying to harvest his wheat before the rainy season.

   _____

3. A young lady in the debate club told me I was way off base with my radical views of politics.

   _____

4. "Don't get caught off base!" my friend warned, as I entered the garage without a weapon to check on the strange noise.

   _____

5. That barber is in left field when it comes to styling men's hair.

   _____

6. Tire companies make their pitches to sell more tires at certain times of the year.

   _____

7. "Elliot's decision to stay with the sinking boat was a blooper!" declared the ship's captain.

   _____

8. Bonnie felt like the victim of a squeeze play after talking to her mother and grandmother about joining the cheerleaders club.

9. The first horse was already in the starting gate, but Pleasant Colony was still warming up.

10. During the ceremony, the speaker tried to cover all his bases with a well-rehearsed speech on economics.

11. Thinking about the morning's activities at my new job makes me want to call the manager and tell him I am out of his league.

12. The prisoner told the sheriff he was ready to play ball after the officer had locked the cell.

13. The attempt to free the horses failed once more, and the cowboys now had 2 strikes against them.

14. The fact that Ralph got so much attention for his rabbit trick was considered a grandstand play by the rest of us.

15. I'd like to take a rain check on that dinner invitation.

16. Larry Holmes knocked out Leon Spinks right off the bat!

17. "I'll throw you a curve this time," thought the bartender as he made the customer's next drink.

18. "That clown certainly has a lot on the ball for moving away from the falling ladder," I thought to myself.

19. If we want to attend the party next Saturday, we need some <u>teamwork</u> to get this job done first. _____

_____

Follow-Up Activity: Have the student match the word or phrase in column 2 with the description in column 1.

___ 1. a hit	A. When people of 2 differing views are pressuring you, then you are the _____.
___ 2. struck out	B. When a person deals with a situation thoroughly, s/he is said to _____.
___ 3. never gets to first base	C. A successful person or event is _____.
___ 4. way off base	D. People who have made serious mistakes or "missed the mark" badly are said to be _____.
___ 5. caught off base	E. When you are just getting started, you are _____.
___ 6. out in left field	F. Someone who is not very lucky has _____.
___ 7. make pitches	G. When you are with people more capable than you, you are _____.
___ 8. blooper	H. Someone who tries to succeed with something or somebody else, but can't _____.
___ 9. victim of a squeeze play	I. An unexpected turn of events means you probably were _____.
___ 10. still warming up	J. A person who makes an enthusiastic attempt to influence another's opinion or judgment _____.
___ 11. cover all bases	K. Someone who acts zany is _____.
___ 12. out of your league	L. A silly or foolish mistake is a _____.
___ 13. ready to play ball	M. When something happens instantly, it is said to have occurred _____.
___ 14. 2 strikes against them	N. Someone who is alert is _____.
___ 15. a grandstand play	O. Someone willing to cooperate is _____.
___ 16. a rain check	P. When a group of people work together toward a common goal, that is _____.
___ 17. right off the bat	Q. Someone who asks you a question that you are not prepared to answer has _____.
___ 18. thrown you a curve	R. A person who does something for the sole purpose of letting others see the act is making _____.
___ 19. on the ball	S. Those who go into something without a good chance of success have _____.
___ 20. teamwork	T. When an event is cancelled, and tickets for an alternate date are issued, you receive _____.

Answers, page 77

Word Meanings in Sports

Sport: Basketball

Purpose: To develop a student's vocabulary by introducing words related to basketball but which may be used in a different context to mean something else; to improve a student's ability to write sentences using words which have more than one meaning.

Materials: Pencil, paper

Discussion: Parents and teachers can make good use of sports-related newspaper or magazine articles to help students pick out key multiple-meaning words. Understanding the meanings of words in different contexts is a vital reading skill. Many students have a tendency to apply only one meaning to various words. This inflexible approach to vocabulary limits their ability to read critically and often creates confusion and misunderstanding.

Directions: Ask the student to read the 9 sentences on the following page silently and find and underline key words related to basketball. Allow approximately 5 minutes for this activity. Before the student begins the activity, use the following examples to illustrate how certain words used in one context can be used to mean something entirely different in another.

Baseball—How long will the strike by the truck drivers go on?
The umpire called the first pitch a strike.

Golf—I could tell he was teed off at me.
The leader in that tournament teed off on the 18th hole with the victory already at hand.

Basketball—Pick a good partner and go out and enjoy yourself.
The guard set a pick that allowed the forward to score easily.

Show the youngster that each underlined word takes on a different meaning in these sentences. Finally, ask the child to read the directions above and complete the activity.

1. I always work overtime at my job.
2. My brother said, "Please pass the gravy."
3. The horse became nervous in his stall.
4. We sat in the center of the room.
5. His occupation was that of a traveling salesman.
6. Please step forward when your name is called.

7. The net profits for the year totaled one million dollars.
8. Let's go back to the court and play a few more sets of tennis.
9. Will you please press these slacks?

After the student has read the sentences and underlined the words associated with basketball, have him/her use the words below in sentences related to another sporting event or game:

Example: foul—The foul occurred at center ice—hockey.

1. overtime— _____
2. pass— _____
3. stall— _____
4. center— _____
5. traveling— _____
6. forward— _____
7. net— _____
8. court— _____
9. press— _____

Answers, page 77

Follow-Up Activity: In basketball, as well as in other sports, there are certain phrases that describe a specific part of the game. Below are 9 phrases pertaining to basketball. In the blank spaces below, have the student write his/her interpretations of the underlined phrases.

1. The coach's antics earned him a "T." _____
2. Jack Hays, the team's leading scorer, definitely has the soft touch. _____

3. They have a run-and-gun offense. _____

4. That shot hit nothing but net. _____

5. Larry Bird is a clutch player. _____

6. The Spurs won because they dominated the boards. _____

7. I admire him because he is an unselfish player. _____

8. "In your face" basketball is exciting to watch. _____

9. Kareem's sky-hook is impossible to stop. _____

Answers, page 77

NFL Search and Find

Sport: Football

Purpose: To develop a student's ability to follow directions; to recognize words; to improve his/her perception.

Materials: Set of directions, puzzles, pencil.

Discussion: Students can develop their powers of concentration and visual-reading strengths by locating and circling the nicknames of football teams hidden in search-and-find puzzles. A student's ability to follow directions can be enhanced by providing written directions for the student to read and follow. If the student's football knowledge is limited, the list of nicknames can be provided with the puzzle.

Directions: Locate and circle the hidden nicknames of the 14 American Football Conference teams in this puzzle. Answers can be found horizontally, vertically, diagonally, forward, or backward. Then write the answers in the blanks provided below.

R U G V E O I P K H F S W Q C M I L O
S C U I O P R Q S H J K L B D R Y U Y
B R O N C O S O I F C R E W L M N V V
D G A V C O O U S U S L A G N E B F W
L S U I Y H J O P R S F E I H C D F J
O P E B D D I B Q U E N E X O O H D B
V B U I O E Q H B M E L S K O L Q S R
S G R G V S R H I O P H I S Q T G R O
F K P O M L H S P A T R I O T S C E W
E V W V B T S T E E L E R S G H Y G N
R G B A N I T Y U I D B X V W D T R S
G F N I H O L R S T E J S B T Y U A I
R G B Y U A F L G B N W T D G V C H S
D Y U I O P E H S F W D C B S E T C G
E R T N J I O S P D O L P H I N S F H
D E Y U I O P J D Q F V H U I K O F E
E R T Y U I N D Q I O P F C S H N I O

Answers, page 78

Locate and circle the hidden nicknames of the 14 National Football Conference teams in this puzzle. Answers can be found horizontally, vertically, diagonally, forward, or backward. Then write the answers in the blanks provided below.

A	F	W	K	L	C	V	Q	I	S	H	N	W	O	P	O	V	A	O
K	U	F	O	R	T	Y	N	I	N	E	R	S	O	I	I	H	B	Q
G	L	D	C	E	Y	U	I	B	O	A	L	P	F	K	F	S	D	W
D	I	Y	X	C	I	O	P	S	D	G	N	Y	I	F	Q	Y	I	O
D	C	A	Y	R	V	U	I	N	P	L	W	N	C	V	Y	B	H	I
D	S	T	N	I	A	S	S	O	I	E	G	V	N	Q	U	E	D	I
K	F	V	Y	T	I	X	C	C	Y	S	H	I	O	P	Q	A	F	C
V	C	F	G	N	S	V	C	L	T	Y	K	F	Q	Y	O	R	B	Z
F	O	U	A	F	B	P	O	A	K	P	A	C	K	E	R	S	M	L
R	W	F	H	Y	L	T	W	F	W	B	J	S	Y	Y	R	J	M	O
K	B	B	T	I	O	C	B	U	C	C	A	N	E	E	R	S	M	P
P	O	K	N	B	K	O	O	H	Y	I	O	I	N	T	V	C	E	U
P	Y	I	K	S	M	A	R	N	K	L	L	K	U	G	F	D	B	I
O	S	L	J	N	U	R	D	S	S	I	P	S	H	K	N	R	B	W
J	L	P	K	O	K	R	G	V	C	A	R	D	I	N	A	L	S	Q
O	L	F	W	I	B	H	U	O	F	D	E	E	N	P	W	Q	D	U
P	D	W	N	L	M	L	E	W	D	Y	I	R	O	H	G	F	R	D

Answers, page 78

Follow-Up Activity: Ask the student to write in the spaces below, the cities or states where the National Football League teams are located.

AMERICAN FOOTBALL CONFERENCE

1. Patriots _____
2. Dolphins _____
3. Jets _____
4. Bills _____
5. Colts _____
6. Steelers _____
7. Oilers _____

63

8. Browns _____
9. Bengals _____
10. Broncos _____
11. Raiders _____
12. Seahawks _____
13. Chargers _____
14. Chiefs _____

NATIONAL FOOTBALL CONFERENCE

1. Saints _____
2. Forty Niners _____
3. Cowboys _____
4. Eagles _____
5. Redskins _____
6. Cardinals _____
7. Giants _____
8. Vikings _____
9. Packers _____
10. Lions _____
11. Bears _____
12. Buccaneers _____
13. Rams _____
14. Falcons _____

Answers, page 79

Para-graphs

Sport: Football

Purpose: To locate information on a graph; to improve a student's ability to interpret pictorial information.

Materials: Paper, pencil

Discussion: Frequently, students must read and locate information by using graphs. Parents and teachers can stimulate students' understanding and interpretation of graphically illustrated material using sports data.

Directions: Ask the student to study the following graphs and answer the following questions regarding the Cowboys' play in 1979 and 1980:

1. How many more games were won in August 1980 than in August 1979?_____ in October 1979?_____

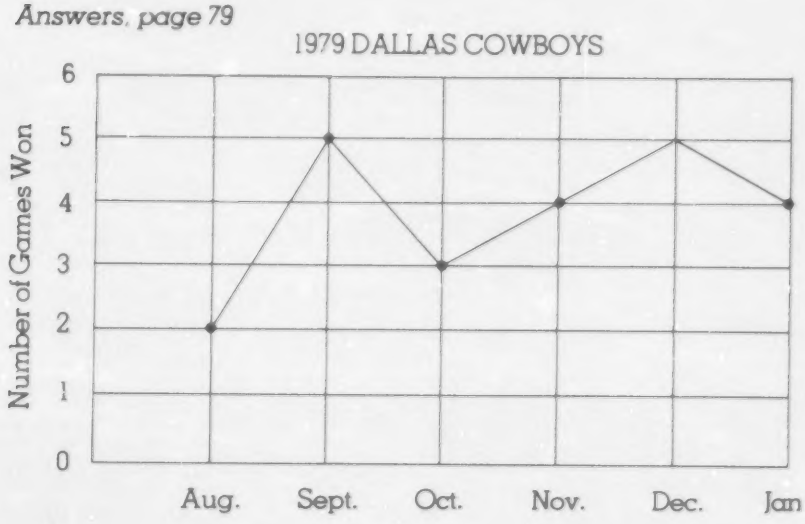
2. What was the difference between the number of games won during January 1979 and January 1980?_____ What is the difference between September 1979 and September 1980?_____

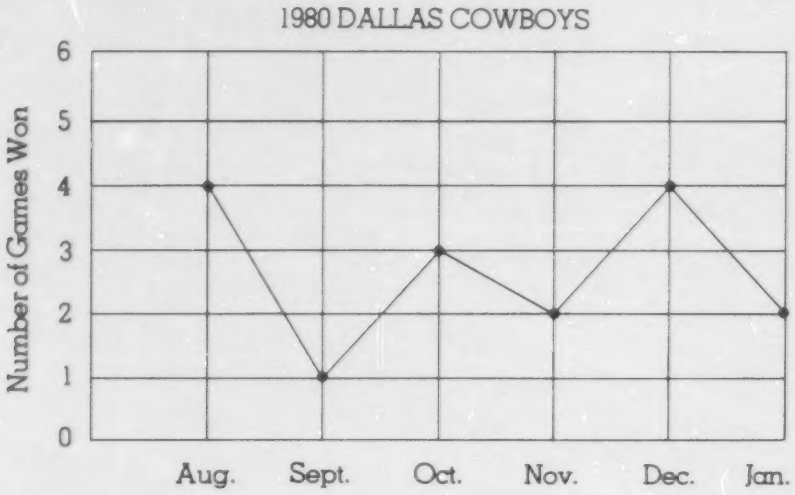
3. In which month was there no gain nor loss?_____

4. During which months of the 1979 season were the same number of games won? (2 answers)_____ in 1980? (2 answers) _____ _____Were more games won in 1979 or 1980?_____

5. Which month(s) did the team win the most games in 1979?_____ in 1980?_____ In which month(s) did the team win the least games in 1979?_____ in 1980?_____

Answers, page 79





Ask the student to study the following 2 bar graphs and answer the accompanying questions.

Follow-Up Activity:

1. How many more passes did Drew Pearson catch in 1980 than in 1979?_____
   Which receiver caught exactly 30 passes in 1979?_____;
   20 passes in 1979?_____

2. What is the difference between the number of passes caught by Jay Saldi and by Butch Johnson in 1979?_____

3. What is the total number of passes caught by the 5 receivers in both 1979 and 1980?_____

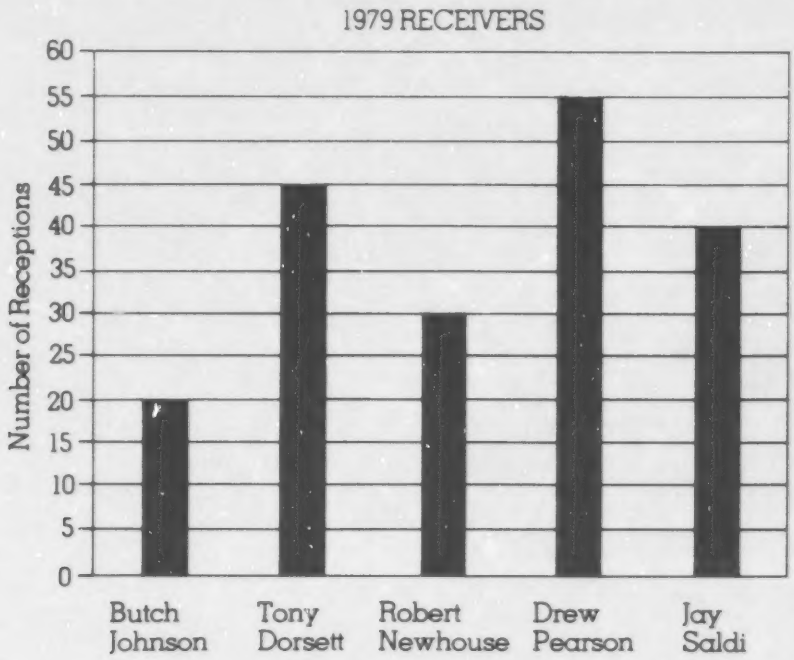
4. What is the total number of passes caught by Robert Newhouse and Tony Dorsett in 1979?_____ in 1980?_____

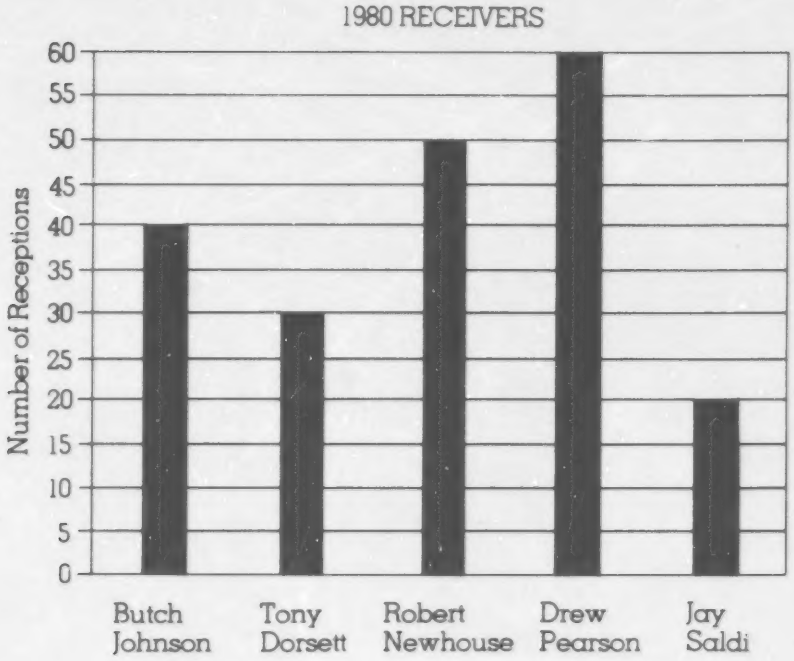
5. Which receivers caught the fewest passes in both seasons?_____ the most in both seasons?_____

6. From the graph, was 1979 a better year for receivers or worse year for them than 1980?_____
   Why?_____

7. Which receiver showed the greatest improvement in 1980?_____ the least?_____

Answers, page 79


1979 RECEIVERS
Number of Receptions
60
55
50
45
40
35
30
25
20
15
10
5
0
Butch Johnson
Tony Dorsett
Robert Newhouse
Drew Pearson
Jay Saldi


1980 RECEIVERS
Number of Receptions
60
55
50
45
40
35
30
25
20
15
10
5
0
Butch Johnson
Tony Dorsett
Robert Newhouse
Drew Pearson
Jay Saldi

Sports Riddles

Sport: Football

Purpose: To develop a student's reading and writing vocabulary and critical thinking skills through the use of various football riddles.

Materials: Pencil

Discussion: Parents and teachers can introduce riddles whose solutions represent names of football teams to encourage a student to do critical thinking. The ability to think critically is essential to becoming a good reader or writer.

Directions: Have the student write the name of the NFL team that solves the riddles that follow. The teams that serve as answers are listed below:

Buccaneers	Packers	Seahawks
Rams	Chargers	49'ers
Oilers	Steelers	Broncos
Giants	Eagles	Redskins
		Saints

1. This professional football team from southern California is electrifying because everything it has is bought on credit or _____

_____

2. This professional football team from Colorado does not horse around! _____

_____

3. This professional football team from Texas is just like "black gold."

_____

4. This pro football team from Florida is worth its weight in corn, one buck an ear. _____

_____

5. This pro football team from Washington, DC always appears to be sunburned. _____

_____

6. This pro team from Pennsylvania soars high over America.

_____

7. This pro team from California is often rambunctuous. _____

8. The fans of this professional team in Louisiana are guilty of hagiolatry. _____

9. This pro football team from Pennsylvania will purloin your attention. _____

10. This pro football team from Wisconsin is said to pack it away at the training table. _____

11. This pro football team in New York is a gargantuan competitor. _____

12. This California pro football team takes its name from the wild search for a bonanza in the 19th-century United States. _____

13. This pro football team in Seattle takes it name from an ocean-going bird. _____

Answers, page 79

Follow-Up Activity: Discuss each riddle and its answer. Using the following professional football teams named, ask the student to make up riddles.

1. New York Jets
2. Los Angeles Raiders
3. Dallas Cowboys
4. Miami Dolphins
5. St. Louis Cardinals
6. Minnesota Vikings
7. Detroit Lions
8. Cincinnati Bengals
9. Cleveland Browns

What's the Meaning of All This

Sport: Football

Purpose: To develop a student's comprehension of unfamiliar vocabulary through the use of context clues.

Materials: Pencil, paper, sports-related story

Discussion: Articles that appear in the sports section of the newspaper frequently contain words and expressions that are unfamiliar to many students. Students should learn that there are certain aids to getting the meaning of words without going to the dictionary or asking another person for the definitions. One way of establishing the meaning of unknown words is to make use of context clues. Context clues are words or phrases in a sentence that help the student understand the meaning of an unfamiliar word or expression. Sometimes context clues may appear in a sentence that comes before or after the one that contains the unfamiliar term(s).

Directions: Ask the student to read the following sports story, paying particular attention to the underlined words. Allow 5-10 minutes for the student to read the story silently. Then, discuss the various contextual clues used by the author to define unfamiliar words. Use the following example to introduce context clues to the student:

> The Bears' split end, Bob Taylor, a receiver coming off the line of scrimmage, made a phenomenal grab at the 30-yard line. This unbelievable catch allowed Taylor's team to finish the season with a clean slate.

Discuss the meaning of "split end" in terms of the context clue in the first sentence (a receiver coming off the line of scrimmage) which defines it. Do the same for "phenomenal," showing the youngster how the word "unbelievable" in the next sentence provides a key for understanding this term. Tell the student that context clues such as these help give a clearer idea of what the terms "split end" and "phenomenal" mean. Have the student reread the sports article for the purpose of finding context clues for the underlined words. Then, have the student complete the exercises on the following pages.

SOUTH EDGES NORTH, 20-17

The South All-Stars clipped the North All-Stars Saturday night in a game that was not determined until the final play.

Jack Fisher, the South's kick-return specialist, took the opening kickoff at the 15, evaded 2 tacklers by side-stepping them at the 25, and raced the remaining 75 yards to paydirt for the South's first touchdown.

However, the North was not to be outdone. Clyde Moss took the following kickoff and sprinted down the right sideline for the North's first score. This return was a duplicate of the earlier return by the South, because it was an exact copy in terms of yards covered.

The score stood at 7–7 until Mike Lee of the North scored on a one-yard dive to make the score 13–7. James Smith's conversion attempt was true as the ball split the uprights to give the North a 14–7 advantage.

The South All-Stars covered 80 yards in 15 plays late in the second quarter. Jeff Phipps' 4-yard run and Anderson's second successful conversion were the result of this long drive. As the first half ended, both teams entered their dressing rooms in a deadlock. The score was tied, 14–14.

Neither team scored in the third quarter. There were numerous miscues. The third quarter was plagued by penalties, costly fumbles, and interceptions.

The first 3 plays of the fourth quarter proved costly for the South team. On the initial series of downs of the final period, the South lost yardage on first and second down. Then, on third down quarterback Ron Lynn was intercepted by North linebacker Grant Jones on the South 35-yard line.

On 3 successive tries, the North squad gained only 2 yards on first down, 1 yard on second down, and 2 yards on third down. Faced with the decision to go for the first down or kick a field goal, North coach Bill Lowe chose the latter. Smith's 29-yard field goal gave the North a 17–14 edge.

However, the South proved that they could rise again. With 9 seconds left in the game, the South had 36 yards to go for the game winner. The finale was spectacular as end Tom Green caught the touchdown pass on the last play of the game. The South won the game 20–17.

Have the student define below the underlined terms in his/her own words. Then have him/her write the words, phrases, or sentences that appear in the story and serve as contextual aids in establishing the meaning of each term.

1. evaded

   context clues: _____

   _____

2. paydirt

   context clues: _____

   _____

3. duplicate

   context clues: _____

   _____

4. true

context clues: _____

_____

5. deadlock

context clues: _____

_____

6. miscues

context clues: _____

_____

7. initial

context clues: _____

_____

8. successive

context clues: _____

_____

9. latter

context clues: _____

_____

10. finale

context clues: _____

_____

Answers, page 79

Follow-Up Activity: In column 1 are 10 names that have been made up but give a hint to a certain player's position in football. In column 2 are the actual football positions. Match the letters in column 2 to the fictitious names in column 1.

_____	A. Frank Hike	1. linebacker
_____	B. Tom Receiver	2. fullback
_____	C. Ican Bootit	3. quarterback
_____	D. Ron Withaball	4. guard
_____	E. Will Stopyou	5. end
_____	F. Harvey Playmaker	6. safety
_____	G. Rich Sentry	7. place kicker
_____	H. Joe T. Itup	8. punter
_____	I. I.C. Thepass	9. center
_____	J. Ryan Runback	10. kick-return specialist

Answers, page 80

Swing into Paragraphs

Sport: Golf

Purpose: To develop a student's understanding and use of the elements of paragraph writing.

Materials: Paper, pencil, paragraph about golf

Discussion: Being able to construct a good paragraph is a prerequisite to writing an essay. While paragraphs represent the separate "building blocks" of a longer section of material, they also encompass the basic elements of a well-written essay in compact form. These features are the introduction of the main idea (topic sentence), logical organization of ideas, transition words to tie ideas together, and a conclusion which summarizes or restates the main idea. This activity leads the student to discover these elements and then use them in writing an original paragraph. It should be noted that this activity does not teach a student everything s/he needs to know about paragraph writing; rather, it introduces him/her to a basic form which will aid in further development of general writing skills.

Directions: Give a copy of the following paragraph to the student and have him/her point out the following:

1. Topic sentence—a statement that expresses the main idea.
2. Logical organization of ideas—a generally accepted or appropriate order that indicates when, where, how, or why events happen. (Example: The door opened. The man walked in. Everyone stood up. They all applauded.)
3. Transition words— words that help sentences flow together smoothly.
4. Conclusion—ends the paragraph by summing up or restating the main idea.

If the student has trouble locating these elements within the paragraph, give him/her the following directions. These will help develop his/her understanding:

A. Underline the first sentence and read it to yourself. Notice that it indicates what the whole paragraph is about. It is called the topic sentence and its purpose is to introduce the reader to the main idea of this paragraph.

B. Notice that there is a logical order for the appearance of each step in the following paragraph. These are presented consecutively from the first to the last.

C. Now circle the words first of all, then, now, and finally. (Allow the student ample time to do this.) These are called transition words,

and they help the paragraph move smoothly from one idea to the next.

D. Next, have the student underline the last sentence and compare it to the first sentence. Ask the student to explain any differences and/or similarities.

E. Finally, review the paragraph elements and ask the student to explain what the topic sentence, transition words, and conclusion are. Ask him/her to discuss the logical organization of the paragraph's ideas.

THE GOLF SWING

Making a good golf shot requires following some fundamental steps. First of all, you must have an overlapping, comfortable grip on the club. Then, start your backswing by bringing your club straight back from the ball. Be sure to have your knees flexed, your eye on the ball, and try not to dip your shoulder. Now, hit the ball by bringing the club back through the same arc while shifting your weight from right to left (if you're right-handed). Finally, continue the swing after the club hits the ball until your hands are back above your left shoulder. It is important to follow these basic rules if you want to develop a good golf swing.

Follow-Up Activity:

The student can learn to write a good paragraph by following the steps from the preceding activity. To help him/her accomplish this, use the following directions as a guide:

1. The first step in writing a good paragraph requires you to select a topic. Choose something you can do well from the world of sports and pretend you are going to describe for someone else exactly how to do it (examples: how to shoot a basketball, how to catch a football, or how to throw a punch).
2. Make a list of each step involved in completing the action. You may write these as they occur to you.
3. Now look your list over and arrange the steps in a logical sequence such as first to last or most important to least important.
4. Next, compose a topic sentence for your paragraph. Remember that the topic sentence lets the reader know exactly what s/he will be reading about. Refer back to the topic sentence in "The Golf Swing" if necessary.
5. You are ready to write your first draft, but be sure to:
   a. Start with a topic sentence.
   b. Discuss the steps for doing whatever you have chosen to describe in a logical order.
   c. Use transition words like "first," "next," "then," " after," "that," etc. to make your ideas flow smoothly. Try to avoid using terms repetitively.
   d. Make the last sentence of your paragraph a conclusion that restates the topic sentence using different words.

6. Now read over the first draft of your paragraph and be sure it makes sense, follows the correct form, and contains correct punctuation, spelling, and grammar. At this point, the parent and teacher may wish to aid the student in proofreading his/her work.
7. Rewrite your paragraph making all the necessary changes and give it a title!
8. When the student has finished writing the final draft of his/her paragraph, ask him/her to point out the topic sentence, logical organization of ideas, transition words, and conclusion. This will reinforce these ideas.

Name That Horse

Sport: Horse Racing

Purpose: To show students ways to use context in order to classify information, thus improving comprehension skills.

Materials: Newspaper clippings that report horse races (one is included for this activity), pen, paper divided into 3 columns

Discussion: Understanding what is read often depends on a student's ability to use context clues—the parts of a sentence immediately next to or surrounding a specified word that determines its meaning. News reports of horse races provide an excellent opportunity for students to develop an ability to classify or group items or ideas into categories. The ability to form generalizations and make discriminations when reading adds greatly to a student's comprehension.

Directions: Give students the following sentence to read: "Velasquez's first ride aboard Pleasant Colony came in the Kentucky Derby, when he defeated a fast-closing Woodchopper by three-quarters of a length in the 21-horse field." From this sample sentence, ask the student to identify the name of the jockey, the name of the horse, and the name of the race. Discuss the context clues provided in this sentence and the information gained from the clues. For example:

1. This is Velasquez's first ride; therefore, he is the jockey.
2. He is aboard Pleasant Colony; therefore, Pleasant Colony is a horse.
3. The ride came in the Kentucky Derby; therefore, Kentucky Derby is the name of the race.
4. Pleasant Colony defeated Woodchopper who was fast-closing; therefore, Woodchopper is a horse.

Provide the student with a news report of a horse race. You may use the following report as an example. Also, provide the student with a sheet of paper with 3 columns labelled horses, jockeys/trainers, and horse races. Have the student read the article, then list the names that appear in the article in the appropriate column. A student may list a name more than one time if it appears in the article more than once. Discuss the answers when the exercise is completed.

Johnny Campo . . . predicted triple crown before Derby.

Belmont field could hinder Colony's bid

By Ed Schuyler Jr.
Associated Press

NEW YORK—Pleasant Colony will try to become thoroughbred racing's 12th Triple Crown champion next Saturday and to succeed, it looks as if he might have to beat more rivals than any of the others who accomplished the feat.

The colt, whose trainer, John Campo, predicted he would win the Triple Crown even before the Kentucky Derby, could have at least 11 rivals in the 11/2-mile Belmont Stakes at Belmont Park.

Citation and Seattle Slew each beat seven other 3-year-olds in the Belmont; War Admiral and Assault each beat six; Omaha, Secretariat and Affirmed defeated four apiece; Gallant Fox and Whirlaway beat three each, and Sir Barton and Count Fleet each beat two.

In fact, the biggest field in 112 Belmonts has been in 14 in 1875 when Calvin beat Derby winner Aristides. Three Belmonts each have had 13 starters—1877 when Cloverbrook won; 1954 when High Gun won, and 1971 when Pass Catcher won as Canonero II failed to win the Triple Crown.

The last two Belmonts were won by colts who had not been nominated and had to be made supplemental entries—Coastal who upset Spectacular Bid in 1979 and Temperence Hill, who beat the filly Genuine Risk last year.

At least one Belmont probable, Paristo, the Illinois Derby winner who finished third in the Preakness as a supplemental entry, would have to be supplemented. Another could be Television Studio, the Derby fifth-place finisher, who was scheduled to run Saturday in the $100,000-added Sheridan at Arlington Park. It costs $20,000 to supplement—$5,000 to nominate and $15,000 to start.

Three colts who chased Pleasant Colony home in the 11/4-mile Kentucky Derby and the 1 3/16th-mile Preakness are expected to try him again in the Belmont. They are Bold Ego, 10th in the Derby and second in the Preakness; Woodchopper, the Derby runner-up who was 11th in the Preakness and Partez, third in the Derby and fifth in the Preakness.

Other veterans of Triple Crown competition who are Belmont probables include Tap Shoes, who was 14th in the Derby and the winner of the 11/8-mile Peter Pan May 24 at Belmont, and Highland Blade, Escambia Bay and Bare Knuckles, who ran 6-7-8, respectively, in the Preakness.

Two other Belmont prospects are Summing, who won the Pennsylvania Derby at Keystone May 25 and paid $72.50, and Shahnameh, who finished eighth in the Blue Grass Stakes.

Should Pleasant Colony, owned by Thomas Mellon Evans and ridden by Jorge Velasquez, lose in the Belmont, he would become the 10th to miss the Triple Crown after having won the Kentucky Derby and Preakness.

The nine who failed were Pensive, 1944; Tim Tam, 1958; Carry Back, 1961; Northern Dancer, 1964; Kauai King, 1966; Forward Pass, 1968; Majestic Prince, 1969; Canonero II and Spectacular Bid.

Horses	Jockeys/Trainers	Horse Races

Follow-Up Activity:

To reinforce a student's classification skills, use the following activity. In this make-believe horse race, each student becomes a jockey. Each jockey chooses a name for the horse s/he rides. The horse whose jockey correctly completes the following activity in the shortest time wins the race.

Howard Cosell is a roving sportscaster who goes from one sports event to another to report special events to sports fans. Read the following comments made by Mr. Cosell and determine what sport he was reporting at the time. Write the name of the sport in the blank provided after each quotation.

"We have just finished seeing Palmer shoot an eagle on the thirty-sixth hole. His caddie is now leaving the green."

_____

"He scored the extra point by making a superb drop kick. The score is now 7-0. The defensive unit is rushing onto the field."

_____

"The mounts used in this event are quite valuable. The challenge is to ride a mount equipped only with a leather surcingle, or rigging, around its middle. He's done it! The 10-second buzzer has just sounded!"

_____

"This bout will determine the featherweight championship. That was a very effective duck to avoid the opponent's right hook intended for the jaw."

_____

"It appears we have a shutout game, and the players in the dugout are obviously jubilant."

_____

"Standing 7' 2", he is one of the greatest offensive players in the history of the game. Jackson is a real pro with this faking technique. And here he comes with a pivot! He's made a good shot for a score!"

_____

"Here at the start of the final round of the Davis Cup competition, we have just witnessed the most inundating display of overhand smashes of this century."

_____

"The defensive players are seeking to break up the invasion of their territory. The goalkeeper is executing his privileges inside the penalty area to stop the ball from scoring."

"The rusher came from the outside, but there was splendid pass protection. The quarterback managed to get the pass off in the direction of a receiver."

"This dribbling offensive player has managed to drive his guard back near the goal. Now, he leaps and sinks a one-hander over the guard's head."

"That 17-year-old phenomenon shot 4 consecutive rounds of 67, 71, 72, and 71 that totaled 8 strokes under par for the course. What a tournament!"

Answers, page 80

Straight from the Horse's Mouth

Sport: Horse Racing

Purpose: To develop comprehension by introducing colorful or figurative expressions; to point out the author's use of context clues to define these terms; to improve creative writing ability by using figurative expressions.

Materials: Pencils, paper, sports-related newspaper article

Discussion: Frequently, an author will use figurative or colorful language to enhance the meaning of his/her story. When a reader is puzzled by unfamiliar language, s/he may be able to determine an author's meaning by investigating the words that surround figurative expression to comprehend their context. The following exercise will give the opportunity to find colorful and figurative language and then determine its meaning in context.

Directions: Ask the student to survey the headline and the newspaper article that follow and circle or underline colorful and descriptive phrases that may be unfamiliar. Five to 7 minutes should be sufficient for this preview. If assistance is needed in identifying the colorful expressions, help the student to locate and underline the special terminology. Then discuss the author's use of figurative expressions in place of less imaginative ones to help the student see how these add more interest to the writer's story. After the discussion, ask the student to read the article silently and complete the exercises on the following pages. Below is a list of some figurative expressions used in the article:

1. fast gun
2. fought off a wilting attack
3. pulled out a head victory
4. Triple Crown journey
5. victory slice
6. she came flying
7. The pilot is
8. the top money line
9. centered their mutuel attentions
10. mustered a brisk charge
11. carried odds of better than 9–1
12. from the rail slot
13. broke a bit sluggishly
14. bore in a bit
15. a 15–1 longshot

16. appeared to be in the bag
17. shifted into high gear
18. pieced together a tremendous charge
19. appeared ready to nail
20. she ran out of ground

RACING

Ruidoso Downs

Easily Smashed in Narrow Kansas Derby Win

Ruidoso Downs, N.M.—Easily Smashed fought off a wilting attack from Runnin Barre and pulled out a head victory in the 7th running of the Kansas Derby at Ruidoso Downs.

The Kansas Derby, the first stop on the Triple Crown journey for three-year-olds, offered a gross purse of $224,740. The victory slice amounted to $76,909. The amount distributed in the finale alone was $187,657 (plus a $5,000 breeder's award).

Easily Smashed, who performed in the 400-yard Derby as a 2-1 favorite, is owned by the partnership of Carl Childs, William Leach and Sue May of Ft. Stockton, TX. Leach also trains the colt. The pilot is Jackie Martin.

The winning time of 20.09 seconds (a seasonal record) was a considerable improvement over Easy Joni Jet's top-qualifying time of 20.34. The qualifying trials, however, were run under extremely windy conditions. The conditions for the May 24 Derby finale were perfect. It was a clear, sunny afternoon, with only a slight, occasional breeze.

Although Easily Smashed qualified 10th best, Ruidoso patrons figured he was still the one to beat, and made him the choice in the finale. His big selling point was a two-length win in the trials, plus the top money line of close to $160,000.

Fans who centered their mutuel attentions on Easily Smashed in the Kansas Derby collected $6, $3.69 and $3. The son of Easy Jet out of Smash It came out of the Derby with a perfect '81 record of three-for-three. Last year, he compiled outstanding marks of 9-2-0 from 13 outings.

Runnin Barre, ridden by Steve Treasure for Robert and Juanita Ballenger of Paoli, OK., banked $35,158 for his runner-up effort. The tote returns were $3.80 and $3.40. Easy Joni Jet owned by Louie Allen of Allen, TX., mustered a brisk charge in the final stages but had to settle for third, a neck behind Runnin Barre. The show price was $4. Easy Joni Jet carried odds of better than 9-1. The third-place paycheck amounted to $18,018.

Easily Smashed got off to a strong get-away from the rail slot and quickly assumed command. Mighty Pass Em, Easy Joni Jet and Moon Chicks quickly got into some tight quarters from the Nos. 1, 3, and 4 posts. Runnin Barre broke a bit sluggishly and bore in a bit.

Easily Smashed was clearly in charge when he was about 100 yards away from the gate, although some arguments were delivered by Native Tea, a 15-1 longshot. Just when things appeared to be in the bag for Easily Smashed, Runnin Barre shifted into high gear on the far outside. She pieced together a tremendous charge and appeared ready to nail Easily Smashed when she ran out of ground.

For Easily Smashed, the win was his first major victory since his conquest of the $250,388 Sun Country Futurity at Sunland Park in the spring of 1980.

Here's how the also-rans checked in for the Kansas Derby: 4th-Ooh Lala Lala, earning $9,448; 5th-Native Tea, $8,569; 6th-Moses Lad, $8,350; 7th-Mighty Pass Em, $8,130; 8th-El Rey Burner, $7,910; 9th-Pajaro Chick, $7,960; and 10th-Moon Chicks, $7,471.

Moon Chicks lost a stirrup during the race.

Jockey Martin sized up the victory in this way: "Easily Smashed is just a super horse. He was ahead about a length 1,000 yards away from the gate. Then we came over the hump leading onto the main track, and he kind of stumbled. I picked him up and he started running real hard. They were coming pretty hard at us in the last 100 yards.

Martin had his choice of four horses to ride in the Derby finale, and opted for Easily Smashed—despite the colt's bottom qualifying time. "Easily Smashed was good to me last year with more than $150,000 in winnings and I thought he'd run a strong race in the Derby," he explained. "In the trials, he ran against a head wind, so his time didn't bother me."

Martin's three other qualifiers were Runnin Barre, Moses Lad and Ooh Lala Lala.

Steve Treasurer, the fast gun who was imported to handle Runnin Barre, observed: "She broke in a little and I took hold. Then she came flying. I'm sure she lost a little ground at the start."

Quarter Horse News (May 30, 1981)

Answers, page 81

87

Have the student write a brief interpretation of the expressions below.

1. fast gun _____

2. fought off a wilting attack _____

3. pulled out a head victory _____

4. Triple Crown journey _____

5. victory slice _____

6. broke a bit sluggishly _____

7. appeared ready to nail _____

8. the top money line _____

9. centered their mutuel attentions _____

10. mustered a brisk charge _____

11. she ran out of ground _____

12. shifted into high gear _____

Answers, page 80

Follow-Up Activity: Using the following "kernel" phrases, ask the student to write colorful expressions and descriptors that help expand or refine each phrase into a clear, complete statement as in the following example:

> picked him up—Suddenly realizing the magnitude of the situation, I picked him up and started pounding leather.

1. a 15–1 longshot _____
2. from the rail position _____
3. the jockey is _____
4. picked up the pace _____
5. suddenly closed in _____
6. ran against a head wind _____
7. the betting favorite of the day _____
8. got off to a strong start _____

Time Signals

Sport: Horse Racing

Purpose: To develop a student's comprehension by introducing time-related signal words that sequence the order of events in an article on horse racing.

Materials: Paper, pencils, newspaper or magazine article related to horse racing

Discussion: Time-related signal words are important because they indicate the order in which various events occur in an article or story. Parents and teachers can make good use of sports-related newspaper and magazine articles to introduce these terms to the student. Knowing the function these words serve in written material aids students' ability to recall events according to their appearance in the article or story and from relationships among the ideas, events, and subjects.

Directions: Below are some time-signal words that are used in the sports article that follows. Review these terms, then read the headline and article for the purpose of circling or underlining the various signal words and terms. Allow approximately 7–10 minutes for the student to complete this exercise. Afterwards, discuss a few of the words or terms with the student and point out that time-related signal words are indispensable for learning the sequence of events and establishing relationships in the content of various written material. Finally, ask the student to complete the exercises on the following pages.

1. 14th time
2. starts
3. after running
4. that afternoon
5. always
6. before the race
7. has often
8. past 6
9. At the December 23 race
10. then
11. began picking
12. too early
13. finishing second
14. first for
15. sixth place
16. finisher
17. starting spot
18. next year's

Answers, page 81

Have the student copy all of the sentences from the article which contain time-related signal words. The results should be a paraphrase of the article as well as the sequence of events presented in the material.

Starting with: Winning for the 14th time out of her 20 career starts . . .

Ending with: The win entitles Miss Thermolark to a starting spot in next year's. . . .

Answers, page 82

Miss Thermolark Wins Champion of Champions

By Cathy Dixon

Winning for the 14th time out of her 20 career starts, Miss Thermolark took home the Champion of Champion's trophy after running the 440 yards in a brisk :21.65. The 1975 bay mare's speed has been surpassed in the Champion of Champions only by Dash For Cash who set the record with speeds of :21.17 and :21.62 the past two years.

Owned by Ronny Schliep of Sallisaw, Oklahoma, the new champion was under the training of highly respected Blane Schvaneveldt. Schvaneveldt, who had won three other races that afternoon said, "We really haven't done anything differently; it's just that this horse has always been so easy to train. We thought we had a real good shot before the race and we think she should have an excellent shot at championship honors."

The Champion of Champions has often been a stepping-stone to the World Champion Quarter Running Horse title honor with four of the past six winners having become the world champion. If Miss Thermolark becomes the 1978 champion, she will be joining the ranks of such greats as Easy Date, Mr. Jet Moore and Dash For Cash.

At the December 23 race, Miss Thermolark broke on top and appeared to have the race won, then 27-1 longshot Native Creek showed how he earned his invitation to the prestigious race and began picking up ground. Native Creek's jockey, Richard Bickel, moved the stallion to the outside of Miss Thermolark but ran out of ground too early, finishing second by only a head.

Miss Thermolark was ridden by jockey Kenny Hart, who is second this year in number of wins, and first for the second straight year in money won. Hart said, "She really broke well, and it enabled us to get a very easy lead. I was pretty sure we had the race won. When Native Creek came up on the outside, I just waved the whip at Miss Thermolark and she held him off," Hart said.

Miss Thermolark was second in the wagering to sixth place finisher Medley Glass. Miss Thermolark returned $7.40, $4.20 and $3.80, and combined with Native Creek on a $5 exacta for $393.50. The win entitles Miss Thermolark to a starting spot in next year's Champion of Champions and the $63,750 winner's purse boosted her lifetime earnings to $441,828.

The Quarter Horse Journal, January 1979, page 186

Follow-Up Activity: The following list of time-related words is taken from the article and expanded to include all the numbers between one and 10. Reading from left to right, circle the word that does not have

anything to do with the first word in the row and find the saying from the track announcer. See the following example.

eleventh	eleven	11th	10+1	(not)

1.	first	one	cent	1st	all
2.	second	2nd	pair	is	two
3.	third	triple	lost	three	3rd
4.	fourth	that	four	4th	square
5.	fifth	5th	nickel	is	five
6.	sixth	poured	hexagon	6th	6th
7.	seventh	seven	lucky 7	7th	into
8.	eighth	octagon	a	eight	8th
9.	ninth	last inning	9th	leaky	nine
10.	tenth	bucket	dime	ten	10th

Put the words which are circled on these lines to find out what the track announcer has to say.

1	**2**	**3**
4	**5**	**6**
7	**8**	**9**
10		

Answers, page 82

The Hand is Quicker than the Eye or Club

Sport: Karate

Purpose: To develop a student's understanding of the sport of karate and increase his/her vocabulary; to encourage the student to write using karate as a theme.

Materials: Introduction to karate, crossword puzzle, pen, additional reading material on the sport.

Discussion: Understanding and using a wide range of terms and expressions is important for effective communication. The world of sports offers opportunities for the students to develop broad language skills. Each sport has a vocabulary that is truly unique. Karate can serve as a source to expand a student's vocabulary by introducing him/her to words with multiple meanings. Students are eager to learn these words because karate is exciting for the student who has a wealth of vicarious experience viewing motion pictures and television programs where karate is employed.

Parents or teachers are encouraged to find books, booklets, or articles pertaining to the sport of karate. These can be used to create an interest for further reading.

Directions: Ask the student to read the following article about the sport of karate. Prior to reading the article, ask the student to preview the material by scanning the article and underlining terms that s/he may not understand. Discuss these words with the student before allowing him/her to read independently. Have the student complete the following crossword puzzle:

ACROSS

1,2. Karate routine in which participants cannot touch each other (2 words)

5. The color of the belt which indicates a person has achieved the highest honor in the sport of karate

8. Every lesson in karate begins with a _____

10. The color of a beginner's belt

11. A judge of fairness in sports

14. The meeting place for lessons in karate

18. The sport of karate teaches defense against _____

19. The Orient has given the world _____

DOWN

3. Speed is _____ in the sport of karate

4. A color that indicates an intermediate-level student of karate

5. A word that means sudden, quick attack

7. The name for a person who knows how to perform the exercises of karate

9,14. Karate may be used for a person (2 words) _____ _____

10. In karate, one must defend himself without a _____

12. Part of the body used in many karate moves

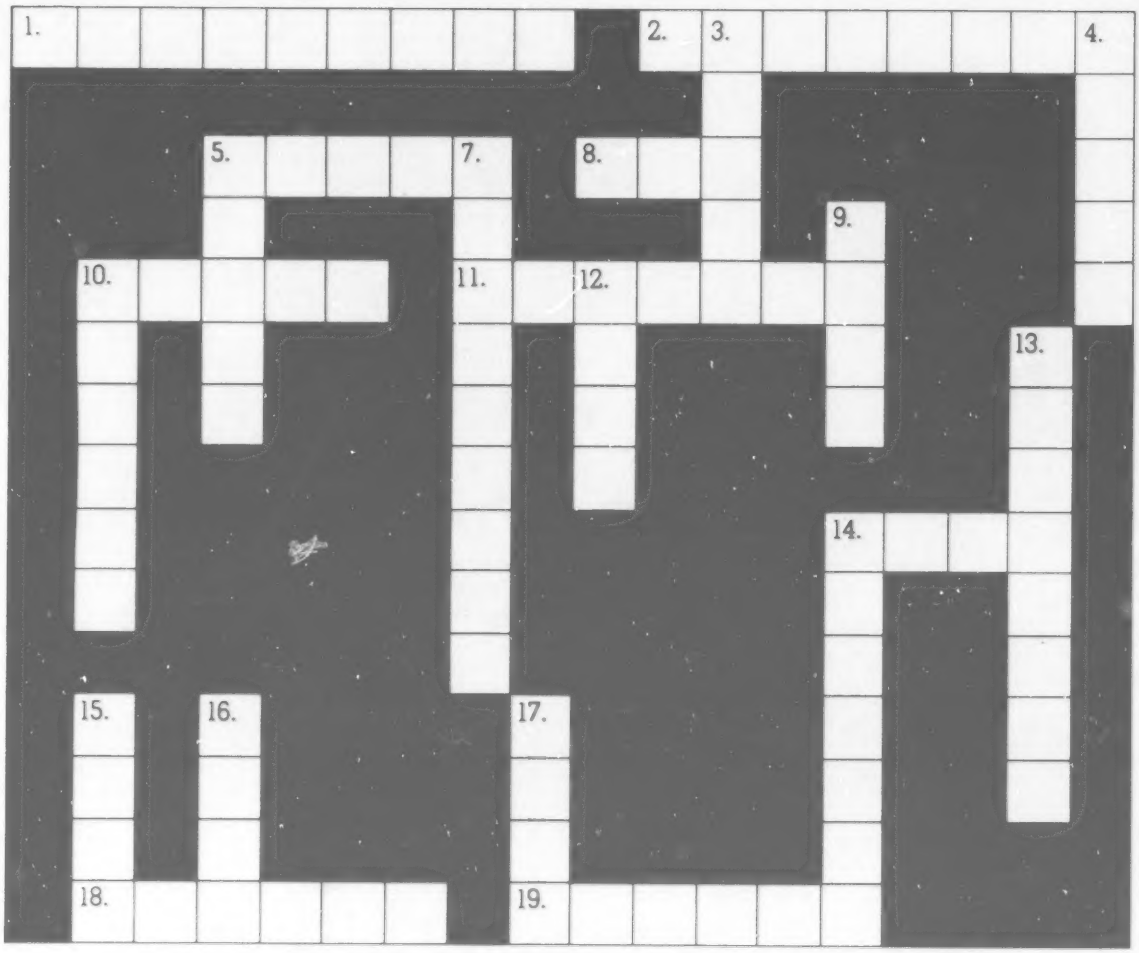
13. Another name for a challenger

15. Name for all the exercises or routines in the sport of karate

16. The skill level of a karateist may be told by his/her _____

17. Ashikubi is the name of a special _____

KARATE CROSSWORD PUZZLE FUN



Answers, page 82

Follow-Up Activity: Ask the student to write his/her own karate story using as many of the karate terms presented in the previous activity as possible. Have the student underline these words in his/her story and discuss them.

INTRODUCTION TO KARATE

Karate is a sport which first began in the Orient. We think of the Orient as the part of the world where the countries of Japan, China, and Korea are located. Can you find any of these on a world map?

If you are a karate expert, you know how to move continuously and attack another person without using a weapon. As a matter of fact, the word *karate* means "empty hand." In karate, your feet and your fists are used for self-defense against an attacker. To be good at this sport, speed is one of the most important things. A very fast punch or kick can have much more power than a heavy weapon moving slowly.

The techniques of karate are usually learned in a special kind of school called a *dojo*. One important tradition in learning karate is to begin each lesson with the bow. This shows respect for learning the sport. Beginners wear white belts. You must earn yellow, green, and brown belts before you can attain the highest honor of wearing a black belt.

A student must learn many different ways of defense. Each exercise that a karate student learns for self-defense against an attack is called a *kata*. After a student has learned these varied ways of handling an opponent's weapons and assaults, s/he may spar with his/her teacher and other students. When combatants do freestyle sparring, they go through the motions but cannot touch each other. If they do, they lose. A referee watches the sparring and decides if the rules are followed. Two moves a karate student might learn are the *agetsuki* and the *ashikubi*. The agetsuki is an upper-cut blow delivered in an upward manner. The ashikubi is a kick delivered with the front of the ankle. Above all, remember blitzing speed is power in the sport of karate.

Answers to Middle School Section

Believe It or Not

1. lawn tennis
2. rugby
3. korfball
4. lacrosse
5. polo
6. cricket
7. rugby
8. lawn tennis
9. korfball
10. lacrosse

Information

Sports Detective

WORDS WITH MULTIPLE MEANINGS

1. spare
2. stealing
3. serve
4. bullpen
5. hat trick
6. clubs
7. strike
8. single, double, triple
9. shot
10. pinch
11. love
12. short stop or shortstop
13. plate
14. chip
15. receiver
16. iron

Follow-Up Activity

	CLUE WORDS	NAME OF SPORT
1.	knocking over, 10-pins, rolls	bowling
2.	base, baseman's	baseball
3.	slice, court	tennis
4.	pitcher, warming up	baseball
5.	puck, goal	ice hockey
6.	woods, irons	golf
7.	batter, out	baseball
8.	hit, batter, first base, second base, third base	baseball
9.	one-handed jump, free throw	basketball
10.	hitter	baseball
11.	backhand stroke, thirty, match	tennis
12.	second and third base	baseball
13.	catcher, dusted-off, home	baseball
14.	shot, green	golf
15.	wide, caught, pass	football
16.	clubs	golf

Wide World of Cause and Effect

A. 4, B. 7, C. 8, D. 3, E. 9, F. 1, G. 10, H. 6, I. 2, J. 5

The Hard Charger and the Bridesmaid

Cagey Yarborough wins Firecracker

By Gary Long
Knight-Ridder Wire

DAYTONA BEACH, Fla.—Cale Yarborough, hardest of the hard chargers, found himself a "gentleman" race driver Saturday and took advantage of him.

Yarborough rode the back bumper of Harry Gant's Buick most of the last 50 miles, and then whipped past on the inside just one mile from the finish to win Daytona's Firecracker 400 for the fourth time.

Never a winner on the NASCAR Grand National circuit, Gant became a bridesmaid for the eighth time in the last year and a half. "Nice guys finish second, but they finish."

Yarborough fully expected Gant to leave him racing room when he made his inside move at the end of the back straightaway on this 2½-mile trioval. "I know Harry Gant was the type man I didn't have to worry about," he said, meaning it as a compliment.

And what if Gant had eased down a couple grooves to try to pinch him against the infield grass? "Were you here in '79?" Yarborough responded.

The reference was to the 1979 Daytona 500. Yarborough tried the same slingshot move on Donnie Allison, again entering the third turn again on the last lap, and Allison refused to yield.

They proceeded to bang to, ether three times before crashing into the wall, and they ended up fighting in the third turn infield grass while Richard Petty celebrated a gift victory.

Oddly, Petty's Buick was nipping at the heels of the frontrunners, with Buddy Baker just a few car-lengths further back, but they settled for third and fourth as Yarborough beat Gant to the line by a car-length.

"I knew if I could get into the third turn going flat-out and keep my momentum that there was no way he (Gant) could beat me back to the line," Yarborough said.

Gant, at 41 the same age as Yarborough but a relative latecomer to Grand National racing, took defeat philosophically. "There was nothing I could do to hold him off," he said. "I had tried to zig-zag across the race track to keep him from getting around me, but obviously it didn't work."

A crowd estimated at 65,000 on another of those hazy, crazy Daytona days of summer still experienced plenty of thrills without a last-lap crash for a capper.

The yellow flag flew on six occasions, slowing the field for 37 of the 160 laps, for blown engines, three single car mishaps and a wild and terrifying six-car tangle.

Yarborough, who banked $24,675 to Gant's $15,350 from a purse exceeding $260,000, appeared to have the edge in his M.C. Anderson-owned Buick. Though there were 35 official lead changes among 10 drivers, Yarborough led 78 laps.

"We've got a new set of circumstances down here," said Neil Bonnett, whose run of hard luck this season continued when the engine on his Wood Brothers Ford blew after 93 hard laps.

The new cars (mid-sized models mandated by NASCAR this season) are really squirrelly when they're running together. If one car can break away, like Cale did, he can hold it wide open through the turns. But the guys in the pack have to back off because the cars are scooting and jumping around.

In fact, Yarborough was able to run away and leave the field in his wake twice. But after the final caution period, during which Yarborough took on four new tires, he seemed to have lost part of his advantage.

The race track got a little greasier and my car got a little looser," he said. "I was afraid to try to break away again. You've got to use your head a little bit in this race business. It took patience, and it's hard to be patient for 80 laps. But I knew what I had to do and did it."

He and Gant swapped the lead back and forth twice. But that, Yarborough said, was just "testing" of Gant. He said, "He will win. He's got a good team."

The caution periods slowed Yarborough's average speed to 142.588 mph, a far cry from the record 173.473 winning run of Bobby Allison in the 1980 Firecracker. Allison, a four-time winner and the Grand National points leader this year, was trying to chase down Yarborough near the 275-mile mark when his engine quit.

The victory was Yarborough's 71st in an illustrious career, his second in nine 1981 events in his trimmed-back schedule.

fact- Yarborough won the race

inference - While it appeared Yarborough gained an early lead he lost ground in the late going.

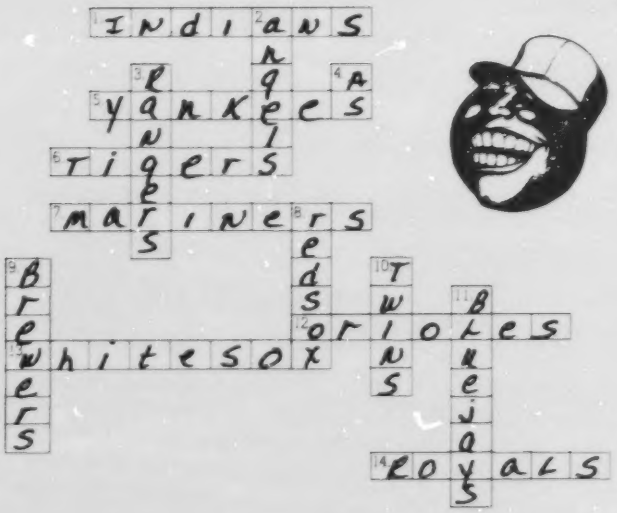
A. Literal Comprehension
Accept any 5 of the stated facts from the article.

B. Inferential Comprehension; 1. c; 2. a; 3. b; 4. b; 5. c

Follow-Up Activity

1. false
2. true
3. true
4. false
5. false
6. true
7. false
8. true
9. true
10. false

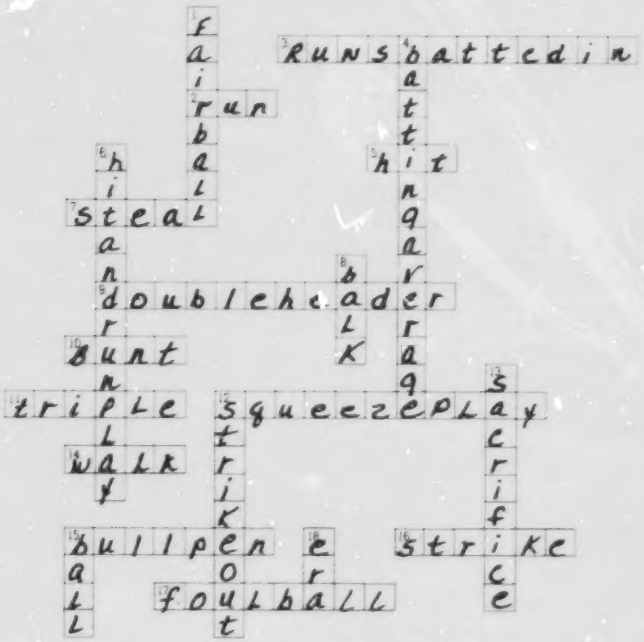
Crossword Puzzle—American League Teams



Follow-Up Activity

A. 4
B. 9
C. 14
D. 11
E. 1
F. 3
G. 6
H. 7
I. 5
J. 10
K. 13
L. 8
M. 2
N. 12

It's a Steal



On with a Double (Meaning)

Follow-Up Activity

A.	5	E.	2	I.	8	M.	11
B.	7	F.	1	J.	9	N.	15
C.	4	G.	3	K.	14	O.	12
D.	6	H.	10	L.	16	P.	13

Speaking of Baseball

Original sentences will vary.

Follow-Up Activity

A.	9	F.	2	K.	6	P.	20
B.	11	G.	12	L.	8	Q.	18
C.	1	H.	3	M.	17	R.	15
D.	4	I.	5	N.	19	S.	14
E.	10	J.	7	O.	13	T.	16

Word Meanings in Sports

1. overtime	4. center	7. net
2. pass	5. traveling	8. court
3. stall	6. forward	9. press

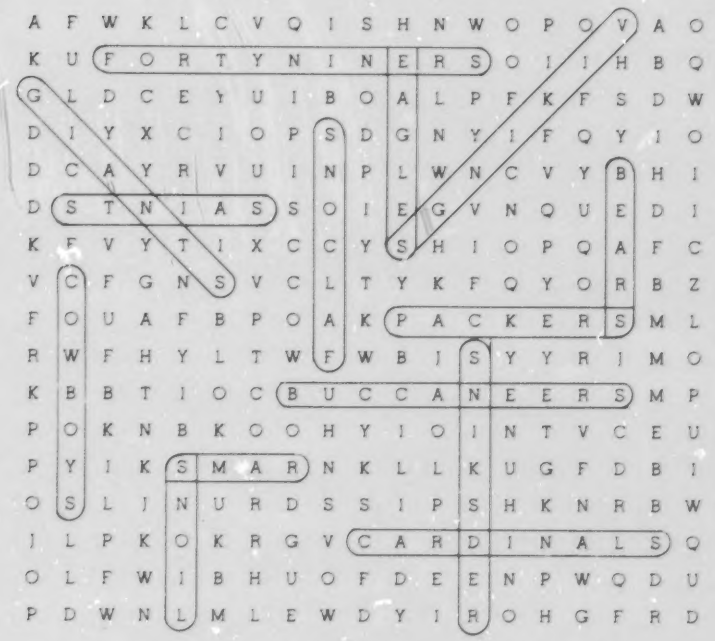
Follow-Up Activity

1. earned the coach a technical foul
2. a unique ability to score points or just the right "touch" when shooting baskets
3. a type of offense which is characterized by a fast-breaking style, along with shooting at will at the hoop
4. the basketball went through the net without hitting the rim or using the backboard
5. a type of player who rises to the occasion when the game is on the line or it is a key or crucial point in the game
6. had complete control of the rebounding aspect of the game

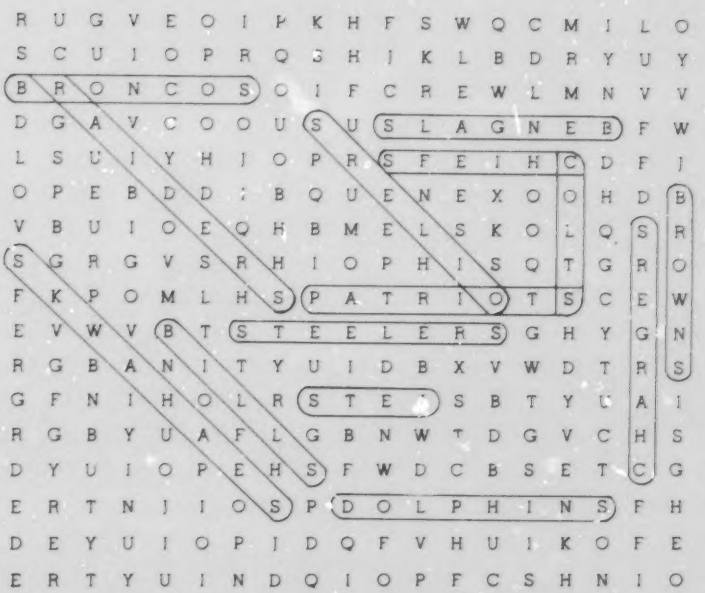
7. a player who does not try to score all of the points or one who is willing to hand out assists, pass the ball to someone who is open, or be a "team" player
8. a style of play exhibited on the playgrounds of many large cities that involves aggressive one-on-one offensive maneuverings
9. the shot used by extremely tall players whereby the arm is extended away from the body and the ball flicked toward the basket from this outstretched position

NFL Search and Find

NFC CHECKSHEET
Forty Niners
Giants
Saints
Eagles
Cardinals
Vikings
Cowboys
Bears
Lions
Rams
Falcons
Redskins
Buccaneers


A F W K L C V Q I S H N W O P O V A O
K U F O R T Y N I N E R S O I I H B Q
G L D C E Y U I B O A L P F K F S D W
D I Y X C I O P S D G N Y I F Q Y I O
D C A Y R V U I N P L W N C V Y B H I
D S T N I A S S O I E G V N Q U E D I
K F V Y T I X C C Y S H I O P Q A F C
V C F G N S V C L T Y K F Q Y O R B Z
F O U A F B P O A K P A C K E R S M L
R W F H Y L T W F W B I S Y Y R I M O
K B B T I O C B U C C A N E E R S M P
P O K N B K O O H Y I O I N T V C E U
P Y I K S M A R N K L L K U G F D B I
O S L J N U R D S S I P S H K N R B W
J L P K O K R G V C A R D I N A L S Q
O L F W I B H U O F D E E N P W Q D U
P D W N L M L E W D Y I R O H G F R D

AFC CHECKSHEET
Broncos
Raiders
Oilers
Bengals
Chiefs
Steelers
Patriots
Colts
Jets
Bills
Seahawks
Browns
Chargers
Dolphins


R U G V E O I P K H F S W Q C M I L O
S C U I O P R Q J H J K L B D R Y U Y
B R O N C O S O I F C R E W L M N V V
D G A V C O O U S U S L A G N E B F W
L S U I Y H J O P R S F E I H C D F J
O P E B D D ; B Q U E N E X O O H D B
V B U I O E Q H B M E L S K O L Q S R
S G R G V S R H I O P H I S Q T G R O
F K P O M L H S P A T R I O T S C E W
E V W V B T S T E E L E R S G H Y G N
R G B A N I T Y U I D B X V W D T R S
G F N I H O L R S T E S B T Y C A I
R G B Y U A F L G B N W T D G V C H S
D Y U I O P E H S F W D C B S E T C G
E R T N J I O S P D O L P H I N S F H
D E Y U I O P J D Q F V H U I K O F E
E R T Y U I N D Q I O P F C S H N I O

Follow-Up Activity

AMERICAN FOOTBALL CONFERENCE

1. New England; 2. Miami; 3. New York; 4. Buffalo; 5. Baltimore; 6. Pittsburgh; 7. Houston; 8. Cleveland; 9. Cincinnati; 10. Denver; 11. Los Angeles; 12. Seattle; 13. San Diego; 14. Kansas City

NATIONAL FOOTBALL CONFERENCE

1. New Orleans; 2. San Francisco; 3. Dallas; 4. Philadelphia; 5. Washington; 6. Saint Louis; 7. New York; 8. Minnesota; 9. Green Bay; 10. Detroit; 11. Chicago; 12. Tampa Bay; 13. Los Angeles; 14. Atlanta

Para-graphs

1. 2; 1
2. 2; 4
3. October
4. September, December and November, January; August, December and November, January; 1979
5. September, December; August, December; August; September

Follow-Up Activity

1. 5; Robert Newhouse; Butch Johnson
2. 30;
3. 1979-190; 1980-200
4. 1979-75; 1980-80
5. Fewest-Butch Johnson; Most-Drew Pearson
6. 1979 was a worse year because the receivers caught fewer passes.
7. Jay Saldi; Drew Pearson

Sports Riddles

1. Chargers, 2. Broncos, 3. Oilers, 4. Buccaneers, 5. Redskins, 6. Eagles, 7. Rams, 8. Saints, 9. Steelers, 10. Packers, 11. Giants, 12. 49'ers, 13. Seahawks

What's the Meaning of All This

SOUTH EDGES NORTH, 20-17

The South All-Stars clipped the North All-Stars Saturday night in a game that was not determined until the final play.

Jack Fisher, the South's kickoff return specialist, took the opening kickoff at the 15, evaded 2 tacklers by side-stepping them at the 25, and raced the remaining 75 yards to paydirt for the South's first touchdown.

However, the North was not to be outdone. Clyde Moss took the following kickoff and sprinted down the right sideline for the North's first score. This return was a duplicate of the earlier return by the South, because it was an exact copy in terms of yards covered.

The score stood at 7–7 until Mike Lee of the North scored on a one-yard dive to make the score 13–7. James Smith's conversion attempt was true as the ball split the uprights to give the North a 14–7 advantage.

The South All-Stars covered 80 yards in 15 plays late in the second quarter. Jeff Phipps' 4-yard run and Anderson's second successful conversion was the result of this long drive. As the first

half ended, both teams entered their dressing rooms in a deadlock. The score was tied, 14–14.

Neither team scored in the third quarter. There were numerous miscues. The third quarter was plagued by penalties, costly fumbles, and interceptions.

The first 3 plays of the fourth quarter proved costly for the South team. On the initial series of downs of the final period, the South lost yardage on first and second down. Then, on third down quarterback Ron Lynn was intercepted by North linebacker Grant Jones on the South 35-yard line.

On 3 successive tries, the North squad gained only 2 yards on first down, 1 yard on second down, and 2 yards on third down. Faced with the decision to go for the first down or kick a field goal, North coach Bill Lowe chose the latter. Smith's 29-yard field goal gave the North a 17–14 edge.

However, the South proved that they could rise again. With 9 seconds left in the game, the South had 36 yards to go for the game winner. The finale was spectacular as end Tom Green caught the touchdown pass on the last play of the game. The South won the game 20–17.

Follow-Up Activity

A. 9	D. 2	G. 4
B. 5	E. 1	H. 7
C. 8	F. 3	I. 6
		J. 10

Name That Horse Follow-Up Activity

Golf; football; rodeo; boxing; baseball; basketball; tennis; soccer; football; basketball; golf

Straight from the Horse's Mouth

1. fast gun—a jockey flown in to ride a particular horse
2. fought off a wilting attack—staying ahead of a weakening opponent
3. pulled out a head victory—won by the length of a horse's head
4. Triple Crown journey—the 3 biggest races held every year
5. victory slice—the winner's share of the total prize money
6. broke a bit sluggishly—got off to a slow start
7. appeared ready to nail—almost ready to pass
8. the top money line—the category of wagering that handles "big" bets
9. centered their mutuel attentions—placing a bet
10. mustered a brisk charge—a sudden surge of speed
11. she ran out of ground—the race ended
12. shifted into high gear—running at top speed

RACING

Ruidoso Downs

Easily Smashed in Narrow Kansas Derby Win

Ruidoso Downs, N.M.—Easily Smashed fought off a wilting attack from Runnin Barre and pulled out a head victory in the 7th running of the Kansas Derby at Ruidoso Downs.

The Kansas Derby, the first stop on the Triple Crown journey for three-year-olds, offered a gross purse of $224,740. The victory slice amounted to $76,909. The amount distributed in the finale alone was $187,657 (plus a $5,000 breeder's award).

Easily Smashed, who performed in the 400-yard Derby as a 2-1 favorite, is owned by the partnership of Carl Childs, William Leach and Sue May of Ft. Stockton, TX. Leach also trains the colt. The pilot is Jackie Martin.

The winning time of 20.09 seconds (a seasonal record) was a considerable improvement over Easy Joni Jet's top-qualifying time of 20.34. The qualifying trials, however, were run under extremely windy conditions. The conditions for the May 24 Derby finale were perfect. It was a clear, sunny afternoon, with only a slight, occasional breeze.

Although Easily Smashed qualified 10th best, Ruidoso patrons figured he was still the one to beat, and made him the choice in the finale. His big selling point was a two-length win in the trials plus the top money line of close to $160,000.

Fans who censored their mutuel attentions on Easily Smashed in the Kansas Derby collected $6, $3.69 and $3. The son of Easy Jet out of Smash It came out of the Derby with a perfect 7/7 record of three-for-three. Last year he compiled outstanding marks of 9-2-0 from 13 outings.

Runnin Barre, ridden by Steve Treasure for Robert and Juanita Ballenger of Paoli, OK., banked $35,158 for his runner-up effort. The tote returns were $3.80 and $3.40. Easy Joni Jet owned by Louie Allen of Allen, TX., mustered a brisk charge in the final stages but had to settle for third, a neck behind Runnin Barre. The show price was $4. Easy Joni Jet earned odds of better than 9-1. The third-place paycheck amounted to $18,018.

Easily Smashed got off to a strong get-away from the rail slot and quickly assumed command. Mighty Pass Em, Easy Joni Jet and Moon Chicks quickly got into some tight quarters from the Nos. 1, 3, and 4 posts. Runnin Barre broke a bit sluggishly and bore in a bit.

Easily Smashed was clearly in charge when he was about 100 yards away from the gate, although some arguments were delivered by Native Tea, a 15-1 longshot. Just when things appeared to be in the bag for Easily Smashed, Runnin Barre shifted into high gear on the far outside. She pieced together a tremendous charge and appeared ready to nail Easily Smashed when she ran out of ground.

For Easily Smashed, the win was his first major victory since his conquest of the $250,388 Sun Country Futurity at Sunland Park in the spring of 1980.

Here's how the also-rans checked in for the Kansas Derby: 4th-Ooh Lala Lala, earning $9,448; 5th-Native Tea, $8,569; 6th-Moses Lad, $8,350; 7th-Mighty Pass Em, $8,130; 8th-El Rey Burner, $7,910; 9th-Pajaro Chick, $7,960; and 10th-Moon Chicks, $7,471.

Moon Chicks lost a startup during the race.

Jockey Martin sized up the victory in this way: "Easily Smashed is just a super horse. He was ahead about a length 1,000 yards away from the gate. Then we came over the hump leading onto the main track, and he kind of stumbled. I picked him up and he started running real hard. They were coming pretty hard at us in the last 100 yards.

Martin had his choice of four horses to ride in the Derby finale, and opted for Easily Smashed—despite the colt's bottom qualifying time. "Easily Smashed was good to me last year with more than $150,000 in winnings and I thought he'd run a strong race in the Derby," he explained. "In the trials, he ran against a head wind, so his time didn't bother me."

Martin's three other qualifiers were Runnin Barre, Moses Lad and Ooh Lala Lala.

Steve Treasurer, the fast gun who was imported to handle Runnin Barre, observed: "She broke in a little and I took hold. Then she came flying. I'm sure she lost a little ground at the start."

Example of figurative expressions

colorful descriptor

Example of context clue

context clues

context clues

figurative expression

Example of colorful descriptors and figurative expressions

colorful descriptor

figurative expression

Time Signals

Miss Thermolark Wins Champion of Champions

By Cathy Dixon

Winning for the 14th time out of her 20 career starts, Miss Thermolark took home the Champion of Champion's trophy after running the 440 yards in a brisk :21.65. The 1975 bay mare's speed has been surpassed in the Champion of Champions only by Dash For Cash who set the record with speeds of :21.17 and :21.62 the past two years.

Owned by Ronny Schlisep of Sallisaw, Oklahoma, the new champion was under the training of highly respected Blane Schvaneveldt. Schvaneveldt, who had won three other races that afternoon said, "We really haven't done anything differently, it's just that this horse has always been so easy to train. We thought we had a real good shot before the race and we think she should have an excellent shot at championship honors."

The Champion of Champions has often been a stepping-stone to the World Champion Quarter Running Horse title honor with four of the past six winners having become the world champion. If Miss Thermolark becomes the 1978 champion, she will be joining the ranks of such greats as Easy Date, Mr. Jet, Moore and Dash For Cash.

At the December 23 race, Miss Thermolark broke on top and appeared to have the race won, then 27-1 longshot Native Creek showed how he earned his invitation to the prestigious race and began picking up ground. Native Creek's jockey, Richard Bickel, moved the stallion to the outside of Miss Thermolark but ran out of ground too early, finishing second by only a head.

Miss Thermolark was ridden by jockey Kenny Hart, who is second this year in number of wins, and first for the second straight year in money won. Hart said, "She really broke well, and it enabled us to get a very easy lead. I was pretty sure we had the race won. When Native Creek came up on the outside, I just waved the whip at Miss Thermolark and she held him off," Hart said.

Miss Thermolark was second in the wagering to sixth place finisher Medley Glass. Miss Thermolark returned $7.40, $4.20 and $3.80, and combined with Native Creek on a $5 exacta for $393.50. The win entitles Miss Thermolark to a starting spot in next year's Champion of Champions and the $63,750 winner's purse boosted her lifetime earnings to $441,828.

BEST COPY AVAILABLE

Winning for the 14th time out of her 20 career starts, Miss Thermolark took home the Champion of Champion's trophy after running the 440 yards in a brisk :21.65.

Schvaneveldt, who had won three other races that afternoon said, "We really haven't done anything differently; it's just that this horse has always been that easy to train. We thought we had a real good shot before the race and we think she should have an excellent shot at championship honors."

The Champion of Champions has often been a stepping-stone to the World Champion Quarter Running Horse title honor with four of the past six winners having become the world champion.

At the December 23 race, Miss Thermolark broke on top and appeared to have the race won, then 27-1 longshot Native Creek showed how he earned his invitation to the prestigious race and began picking up ground. Native Creek's jockey, Richard Bickel, moved the stallion to the outside of Miss Thermolark but ran out of ground too early, finishing second by only a head.

Miss Thermolark was ridden by jockey Kenny Hart, who is second this year in number of wins, and first for the second straight year in money won.

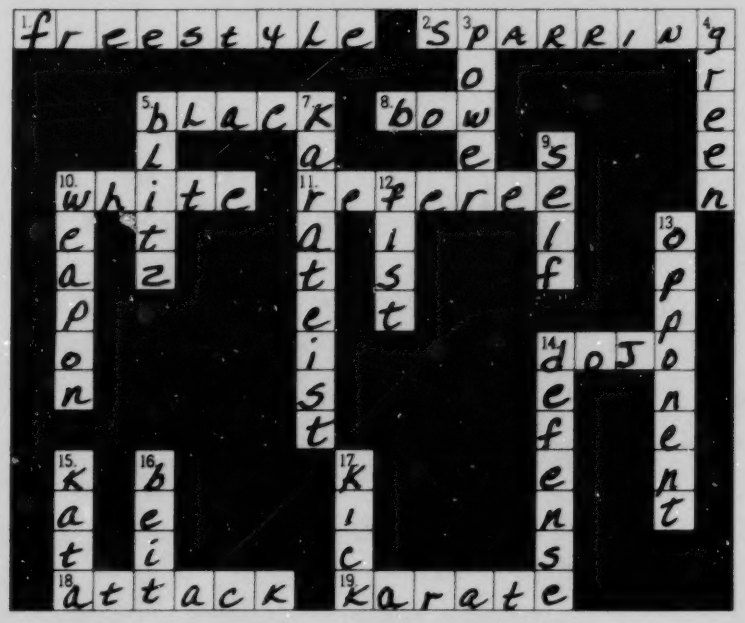
Miss Thermolark was second in the wagering to sixth place finisher Medley Glass. the win entitles Miss Thermolark to a starting spot in next year's Champion of Champions and the $63,750 winner's purse boosted her lifetime earnings to $441,828.

Follow-Up Activity

Saying from the track announcer:

All is lost that is poured into a leaky bucket.

The Hand Is Quicker than the Eye or Club



High School Activities

Chris Schenkel's Greatest Hits

Sport: General

Purpose: To develop a student's critical reading skills by analyzing a series of sportscasting "bloopers"; and to encourage creative writing.

Materials: Paper, pencils, and an assortment of "bloopers" taken from one of Chris Schenkel's, or any equally whimsical sportscaster's, commentaries

Discussion: Chris Schenkel is famous for his blunders during sports telecasts. His "bloopers" are hilarious and seemingly endless. While others such as Curt Gowdy, Joe Garagiola, Howard Cosell, Rick Berry, etc., can be equally "funny," Mr. Schenkel usually wins the award for being America's most "amusing" network TV sports announcer. His frequent, fanciful reporting can be used to stimulate students to listen carefully to these broadcasts and to later participate in critical reading, and writing activities. Parents or teachers should tune in to one of the ABC sports telecasts hosted by Chris Schenkel or one of the equally "unpredictable" broadcasters. As the show progresses, Chris, or one of the aforementioned announcers, is sure to drop numerous "gems" of curious narration.

Directions: Read each statement below and explain why it is so extraordinary. Write your explanations on the lines beneath each example.*

1. "I believe in college football. Always will. I'm a Big 10 rooter. Always will be. Yes, when you're the voice of college football, you represent 800 colleges and universities all across this great land of ours."

2. Chris Schenkel once did the play-by-play of an entire football game involving Southern Methodist University (SMU) without mentioning SMU's team nickname—The Mustangs. It seems that Chevrolet Camaro was one of the major sponsors of the ABC telecast that afternoon, so in order to please the advertiser, he constantly referred to the SMU players as "the ponies," "wild colts," and "little horses."

3. On another occasion, Mr. Schenkel reported that a football team had "come from behind to win 7-0."

*The above examples are taken from "Sports on the Air" by Gary Deeb, *Chicago Sun-Times* wire sports columnist.

4. During another football game, the redoubtable Mr. Schenkel gave a 2-0 score and told the viewers that the 2 points "may have resulted from a safety."

5. During a pro basketball telecast, Dave Cowens sank an incredibly great shot. Chris explained, "Wow! He made that shot with his left hand!"

6. At the 1972 Summer Olympics in Munich, Germany, when the Arab terrorists kidnapped and murdered Israeli athletes, Schenkel told millions of viewers, "In case you've just joined us, the Olympics have been stopped because of the Arab terrorist action. But before that happened, Duane Bobick was beaten in the heavyweight boxing division."

Follow-Up Activity: Have the student create his/her own sports bloopers and write them in the space provided.

1.

2.

3.

4.

5.

6.

It's Only Fitting—Word Comparisons

Sport: General

Purpose: To develop a student's vocabulary through word comparisons.

Materials: Paper, pencils, groups of 4 sports terms, one of which does not fit with the others

Discussion: One way to develop vocabulary is by exploring relationships among words. To do this, present groups of 4 words to the student and ask him/her to circle the word that doesn't belong with the others. The student must then explain and defend his/her choice. Parents and teachers should be prepared to accept varying answers if the reasoning is logical. For instance, in the example below, some students may have chosen "birds," instead of "children," using the logic that birds have wings and the others don't. See example below.

	reason
dogs, cats, (children), birds	Children don't eat pets

Directions: Have the student examine the groups of words listed below and circle the word in each group that does not belong. Then have the student explain the relationship of the words that belong together.

1. helmet, hat, cap, coat _____
2. racket, ball, bat, glove _____
3. punt, quarterback, tackle, run _____
4. swimming, jogging, tennis, golf _____
5. golf ball, racket, bat, club _____

6. Danny White, Terry Bradshaw, Jim Plunkett, Tony Dorsett _____

7. home run, pop up, touchdown, strike _____

8. shoes, motorcycle, shorts, T-shirt _____

Answers, page 171

Follow-Up Activity: Ask the student to add a word to each of the following pairs of words that is related to the others in the group. Then have the student defend his/her answer.

Example: golf, tennis,	your choice	reason
	boxing	individual sports

1. butterfly, backstroke,	_____	_____
2. center forward, goalkeeper,	_____	_____
3. slap shot, face-off,	_____	_____
4. sinker, slider,	_____	_____
5. goaltending, holding,	_____	_____
6. tennis racket, golf club,	_____	_____
7. Kyle Rote, Jr., Pele,	_____	_____
8. muscles, bones,	_____	_____
9. Howard Cosell, Frank Gifford,	_____	_____
10. base, bag,	_____	_____
11. dunk, layup,	_____	_____
12. wishbone, shotgun,	_____	_____
13. love, deuce,	_____	_____
14. sprint, marathon,	_____	_____
15. header, corner kick,	_____	_____

A New Meaning

Sport: General

Purpose: To develop a student's vocabulary and expand his/her comprehension.

Materials: Paper, pencil, list of Charles E. Osgood's "Meaning Categories," sports terms, stopwatch

Discussion: Parents and teachers can use various sports terms to develop a student's vocabulary. In *The Measurement of Meaning**, the authors have developed a series of meaning categories for vocabulary words. For many students, a good motivator for learning these categories is to use them in reference to sports terms. These categories are designed to help students use words in different contexts and to determine the relationships among them.

Directions: Provide the list of Osgood's meanings categories to the student and ask him/her to read each category carefully. Clarify any misunderstanding the student may have and make sure the student understands how each word fits into a particular category. Tell the student that when a term cannot be correctly placed in a category a reason needs to be stated. Now give the student the "Sports Term" examples (player; stadium) and ask him/her to compare these to the meaning categories. At this point be sure the student has a clear idea of how words are derived for each category. Finally, introduce the student to the "List of Possible Sports Terms" and ask him/her to select one term from the list. Direct the student to use the meaning categories to supply coordinate terms in each category for this word. Afterwards, discuss these terms with the student, noting any errors or misperceptions. Help the student determine the appropriate term whenever necessary. The student may now choose other words from the "List of Possible Sports Terms" and compare these to the meaning categories.

OSGOOD'S MEANING CATEGORIES

1. Synonym: The members of each word pair have exactly or very nearly the same referent:
team—gang
player—competitor

2. Similarity: The members of each word pair are similar through being aligned on some dimension, with the referent of the right-hand member occupying a more extreme position on this dimension:
stadium—arena
coach—manager

*C.E. Osgood, G.J. Suci, and P.H. Tannenbaum, *The Measurement of Meaning* Urbana, IL: University Press, 1957).

3. Superordinate: The left-hand member denotes a common class of which the right-hand concept is a member:
sport—baseball
football player—center

4. Coordinate: The members of each pair refer to familiar members of a familiar class:
baseball—football
tennis—golf

5. Attribute: The right-hand member of each pair refers to a quality or attribute generally recognized as characterizing the object denoted by the left-hand member:
horse race—fast
World Series—championship

6. Contrast: The members of each word pair refer to opposite ends of a continuum:
singles—doubles
defense—offense

7. Action of: The right-hand member of each pair is an intransitive verb (a verb that does not require an object) denoting concrete action associated with and performed by the agent referred to by the left-hand member:
quarterback—throw
coach—instruct

8. Action upon: The left-hand member of each pair is a transitive verb (a verb that requires an object) denoting a concrete action associated with and performed upon the object referred to by the right-hand member:
catch—ball
compete—rival

9. Whole-part: The right-hand member of each pair refers to a familiar object recognized as an important part of a familiar whole denoted by the left-hand member:
team—member
equipment—bat

10. Part-part: The members of each pair refer to familiar objects that are parts of a familiar whole:
arena—seats
team—players

11. Common use: The right-hand member of each pair denotes an object associated with and acted upon by the agent referred to by the left-hand member:
catcher—mitt
pitcher—ball

12. Use of: The right-hand member of each unit denotes a use made of the left-hand member:
ball—you pitch it
base—you run to it

13. Repetition: The right-hand member of each unit is a repetition of the concept referred to by the left-hand member:
run—You can run 2 miles.
race—The horse had never won a race.

14. Contiguity: The left-hand member of the unit is defined by direct concrete interaction of place, time, activity with the right-hand member:
ball—the pitcher throws it
win—the team with the most points wins

Examples: SPORTS TERM: PLAYER

1. Synonym: athlete
2. Similarity: jock
3. Supraordinate: player-pitcher
4. Coordinate: player-athlete
5. Attribute: player-physically fit
6. Contrast: player-spectator
7. Action of: player-run
8. Action upon: there is no action upon because player is not an intransitive verb
9. Whole-part: team-player
10. Part-part: player-skill
11. Common use: player-ball
12. Use of: player-can be the captain of the team
13. Repetition: player-The player is good at his sport.
14. Contiguity: player-The player is a part of the team.

SPORTS TERM: STADIUM

1. Synonym: arena
2. Similarity: coliseum
3. Supraordinate: structure for sports events—stadium
4. Coordinate: stadium—field
5. Attribute: stadium—large
6. Contrast: stadium—Little League park
7. Action of: there is no action of because a stadium is an inanimate object
8. Action upon: there is no action upon because stadium is not an intransitive verb
9. Whole-part: stadium—bleachers
10. Part-part: stadium—field
11. Common use: player—stadium
12. Use of: stadium—you play a sport in it

13. Repetition: stadium—The Texas Rangers play in Arlington Stadium.
14. Contiguity: stadium—The New York Yankees play in one of these.

POSSIBLE SPORTS TERMS TO USE

1. team
2. home run
3. score
4. puck
5. kick
6. player
7. corner
8. football
9. pitcher
10. player
11. goalie
12. point
13. serve
14. knock-out
15. touchdown
16. field
17. court
18. arena
19. victory
20. racket
21. punch
22. stadium
23. dunking
24. penalty
25. goal
26. halftime
27. World Series
28. league
29. game
30. champion
31. diamond
32. rebound
33. period
34. bout
35. field goal
36. dribble
37. base
38. steal
39. Super Bowl
40. fight
41. opponent
42. coach
43. dugout
44. net
45. singles
46. heavyweight
47. titleholder
48. defeat
49. manager

Follow-Up Activity: Pair students and give each a copy of this list. Ask one student to select a term from the new list. Provide the other student with a stopwatch and let him/her keep track of the time required for his/her partner to complete the various categories for the chosen word. Afterwards, reverse the process. When both students have compiled their full-categories list, ask them to compare their words and times.

#1 TERM	#2 TERM
1. Synonym	1. Synonym
2. Similarity	2. Similarity
3. Supraordinate	3. Supraordinate
4. Coordinate	4. Coordinate
5. Attribute	5. Attribute
6. Contrast	6. Contrast
7. Action of	7. Action of
8. Action upon	8. Action upon
9. Whole-part	9. Whole-part
10. Part-part	10. Part-part
11. Common use	11. Common use
12. Use of	12. Use of
13. Repetition	13. Repetition
14. Contiguity	14. Contiguity
#1:	#2:
Time	Time
Score	Score

Next Sunday's Headlines

Sport: General

Purpose: To develop a student's comprehension of figurative, symbolic, or metaphoric expression found in most sports page headlines; to motivate the student to write headlines and stories foreseeing the outcome of various sports events.

Materials: Pencil and paper

Discussion: Many sports writers use figurative, symbolic, or metaphoric expressions to compose the headlines of their articles. These are deliberately designed to catch the reader's attention and create curiosity or wonder. Sometimes these headlines are difficult to interpret and can be good motivators for getting students to create their own headlines for upcoming contests or events and writing related articles. Parents or teachers can use these headlines and the figurative or idiomatic language they contain to help strengthen students' vocabulary, comprehension, and creative-writing skills.

Directions: Present the series of headlines below to the student. Have the student read each one. Then ask him/her to tell you what the related story would most likely cover. Several questions follow each headline and may serve as guides for developing discussion:

1. Will Texas' Wallet Go Cold after Draft:

   What sport do you think this article will cover?
   What does the word "draft" relate to?
   What organization will the author discuss?
   What would you say is the main idea or topic of the story that follows this headline?

2. Sleepers Outshine Stars in '81 NFL Draft

   What sport do you think this story features?
   What does the word "draft" mean in this article?
   What is the difference between a "sleeper" and a "star"?
   What would you say is the main idea or topic of the story that follows this headline?

3. The Suns Have Also Risen

   What is the literary reference couched in this headline?
   To whom might the author be referring?
   What do you imagine is the topic of the article related to this headline?

4. The Thrill of Victory, The Agony of Obscurity

   What does the word "obscurity" mean?
   What figurative expression has the author altered to create this headline?
   What do you suppose will be the subject of this author's article?

5. Falcons Aren't Same as '78 Neophytes

   What is a neophyte?
   Why did the author choose this term?
   What sport do you imagine the author's article to cover?
   What do you feel the author will stress in this story?

After you have discussed the headlines above, ask the student to read the following sports articles and write imaginative headlines for each in the spaces provided:

_____

_____

_____

After a three-game road trip that saw the Celtics not only outscored by 60 points but also out-hustled and out-smarted; after failing to shoot 50 percent in even one of their first 8 games; and after a beginning that is worse than any in recorded history, the team took Friday off. The Celtics' next game is at home Saturday night against the New York Knicks.

_____

_____

_____

Wilfred Benitez is heavily favored to retain his World Boxing Council junior-middleweight crown when he meets undefeated Carlos Santos in a 15-round title bout today. "I'm very partial," said veteran British boxing manager and promoter Mickey Duff, "but pound-for-pound he's the best fighter in the world."

Follow-Up Activity: Have the student read the following headlines and write a creative sports article to go along with each one. Wherever it seems appropriate students might also be encouraged to draw a picture to highlight their writing. An illustrated example is provided.

1. "Sooners Quick to Point Fingers Following Loss"
2. "Cavaliers Slumping in All Phases of Game"
3. "Cinderellas Highlight Super Bowl Ball"
4. "John Henry Breezes to Aqueduct Win"

Home invincibility all in Lions' heads, psychologist says

By Curt Sylvester
Free Press Sports Writer

The mirroring narcissism is no problem. And so what if the Lions indulge in a little self-aggrandizement when they swagger out onto the Silverdome field?

It's just the idealizing narcissism and the self-effacement on the road that keeps them from being the best team in football.

That's one of Wayne State psychologist Kal Kaplan's theories as to why the Lions are undefeated at home (7-0) and hold only one victory on the road (1-7) as they head into Sunday's Central Division title game with Tampa Bay at the Silverdome.

Translated into layman's terms, it means: "They see themselves as superhuman at home and then, when they get on the road, the balloon bursts. They see themselves as subhuman."

But even Kaplan, an admitted sports addict whose roots go back to years of childhood suffering with the Cubs in Chicago, admits there could be other reasons for the Lions' home-field superiority.

Another possibility is the defending-your-turf theory.

"When you're the home team, especially in football—which is so much like a war—you have the notion of defending your home against invaders," Kaplan said. "There's a certain kind of extra dynamic that enters in.

Illustration by Free Press Art Director DICK MAYER

Detroit Free Press (Dec. 17, 1982)

Sports Editor

Sport: General

Purpose: To develop a student's critical reading skills by teaching him/her to punctuate written composition accurately.

Materials: Pencil

Discussion: Many students receive poor grades for their written compositions because they fail to punctuate sentences correctly. In some cases, they have not learned the rules of punctuation. Generally speaking, students have not practiced recognizing or using written punctuation and, as a result, make mistakes as adults. The proper use of capital letters, commas, semicolons, and colons is particularly confusing for most people. By learning when to employ proper punctuation, students will not only achieve higher grades on their written efforts but will create a clear, less confusing, presentation of their ideas.

Directions: This activity makes use of sports articles from a newspaper or magazine, rewritten or retyped so that they contain several errors in punctuation. Parents or teachers should ask the student to read the articles, locate the errors, and insert the correct punctuation marks. Before allowing the student to read the article included in this activity for these purposes, parents or teachers should review with him/her the following rules,* for example:

1. CAPITALIZATION—Most capitalized words fall into 4 categories: proper names, key words in titles, first words in sentences, and first words in fragments of dialog.
   Capitalize proper names, but do not capitalize names of classes of persons, places, or things (regular nouns): The German Shepherd is a fine breed of dog.
   Capitalize all words in titles of books, plays, student papers, etc., except articles (a, an, the), short conjunctions, and prepositions: A Study of the Relationship between Aerobic Exercise and Physical Fitness.
   Capitalize the first word of every sentence. Also capitalize the first word of dialog: "My work is enjoyable," I said hesitatingly. Then I added, "But I would prefer more time off."

2. COMMAS—Generally commas precede coordinating conjunctions: and, but, or, nor, for; the connectives so and yet between main clauses; and commas follow certain introductory elements: adverb clauses, long phrases, transitional expressions, and interjections; and separate items in a series.

---

*Some information taken from John C. Hodges and Mary E. Whitten, *Hodge's Harbrace College Handbook* (New York: Harcourt Brace Jovanovich, Inc., 1977).

Commas precede coordinating conjuctions and connectives: He shot the ball, but it fell short of the goal. The game has been postponed, yet it will probably not be rescheduled.
Commas follow certain introductory elements:

- Adverbial clauses: When some players strike, they feel guilty.
- Long phrases: In the game of professional football, few have achieved the greatness of Johnny Unitas.
- Transitional expressions: As a player he was brilliant. In fact, they say he was the best.
- Interjections: Well, you must execute perfectly or the play will not develop.

Commas separate items in a series: A basketball player should be tall, strong, swift, and agile.
Coordinate adjectives: The scorekeeper sat behind a long, rickety wooden table.

3. SEMICOLONS—Semicolons are usually used between 2 main clauses not linked by a coordinating conjunction (and, but, or, nor, for), or by the connectives so and yet; and to separate a series of items which themselves contain commas.
Semicolons appear between 2 main clauses not linked by a coordinating conjunction: No youngster is born bad; evil is learned.
Semicolons separate a series of items that contain commas: In high school we had to memorize dates and facts such as: 1036, the Battle of Hastings; 1914-1918, World War I; and 1969, the first moon landing.

4. COLONS—Colons are used as formal means of calling attention to what follows and as marks of separation in scriptural and time references or in certain titles.
Colons may direct attention to an explanation or summary, an appositive, a series, or a quotation:

- Summary: One thing only is equivalent in value to money: more money.
- Appositive: Three times he presented me newspaper accounts of his team's enviable record: 5 straight wins.
- Series: Theories attempting to explain man's behavior fall into 3 categories: physical, psychological, and religious.
- Quotation: A sense of pessimism is contained in the aphorism: "You can't teach an old dog new tricks."

Colons are used between figures in scriptural and time references and between titles and subtitles: The text of the sermon was Matthew 6:10. The fight began at 8:00 sharp. I had just read *On Being Funny: Woody Allen and Comedy* by Eric Lax.

Using the exercise on the following page, have the student read and then punctuate the composition. The student may refer to the preceding rules if necessary.

billy sims i m not crazy about football

billy sims philosophy on football "I look at football as something I like to do but i'm not the guy who's gung-ho crazy eats drinks sleeps football. I have never been that way never have. my biggest sport is basketball. wait a minute didn't Billy Sims play football in texas and oklahoma 2 states where football is religion? Wasn't he the All-American Heisman trophy winner and NFL rookie of the year with the Detroit Lions? Somehow despite his football life and success Sims has remained a football agnostic.

Answers, page 171

Follow-Up Activity: Present the following unpunctuated sports article to the student and ask him/her to insert the correct punctuation marks: colons, periods, apostrophes, question marks, quotation marks, capitals, commas, and semicolons.

ron guidry the 31-year-old lefthander who compiled an 11–5 record and 2.76 era in 81 was selected by 17 teams with yankee owner george moneybags steinbrenner also retaining his negotiating rights this will be a war of open wallets houston and cincinnati seem sincerely determined to land guidry because he was the only player each team drafted friday atlanta the white sox and philadelphia also figure to join the fierce bidding a few words from john schneider jr guidrys agent we are not going to be unreasonable we are going to have a price tag for each of 18 ballclubs based on what they can reasonably offer to pay sounds fair enough to give the rangers a shot a few more words from schneider we re looking for a 5 year no-trade no-cut contract in excess of 1 million per year we re flexible on the payoff scale oops there go the rangers chances immensely talented robinson said that s why i put my name on him but robinson won t get close to guidry s signature

Answers, page 171

Sports Hope or Sports Dope?

Sport: General

Purpose: To develop a student's ability to read critically and identify exemplary or ethical behavior among sports figures; to help young people recognize, appreciate, and establish an honorable code of behavior.

Materials: Pencil and paper

Discussion: Helping young people "clarify" their values is an important feature of their education. Sports is an area that depicts some of our greatest achievements. It provides an arena to display human intelligence, perseverance, integrity, and an indomitable or incorruptible spirit. Students can learn to read critically using sports articles found in newspapers or magazines to locate examples of people's commendable behavior.

Directions: Cut out an article from the sports section of a newspaper or sports magazine that depicts a virtuous act or depiction of a popular sports figure—an example of this type of a story follows. Ask the student to read the article and underline or circle those lines in the story that discuss exemplary behavior or character. After the student has finished, discuss the athlete's behavior, using the following questions as a guide. Discuss questions 1–4, then ask the student to write an answer for question 5.

1. What kind of a person do you think this article describes? Is s/he someone you can respect? Why? Why not?
2. What factors influenced the way this person behaved? What did the individual have to consider before making the final decision to do what s/he did?
3. What kinds of choices did the person have? Was it difficult doing what s/he finally did? Why? Why not?
4. Do you think this person acted intelligently? Honestly? Impartially? Virtuously? Why? Why not?
5. Given the same set of circumstances, how would you have acted? Justify your behavior.

Schembechler rejects A&M

ANN ARBOR, Mich. (AP)—Michigan football Coach Bo Schembechler on Friday turned down a 10-year, $2.25-million offer to become the new athletic director and football coach at Texas A&M.

Schembechler said his loyalty to Michigan built up over his 13-year career finally made him decide to remain as Wolverines' coach.

"I'm very happy. I love it here," he told reporters who had assembled since noon waiting his decision. "I'd have had a tough time telling my players I was running out on them. Michigan has some fantastic people. We'll have some problems down the road, but we'll be alright."

Schembechler, 52, the dean of Big 10 coaches, has compiled a 123-24-3 record in 13 seasons at Michigan. He was named college Coach of the Year in 1969 and Big 10 Coach of the Year in 1972 and 1980.

"I do feel I have 10 more real productive years and I have a lot I want to accomplish," he said.

A&M Board of Regents Chairman H.R. "Bum" Bright said Thursday that Schembechler had been offered the job to replace Marvin Tate, who resigned in September. Schembechler confirmed that he also had been offered the coaching position, even though the current A&M Coach Tom Wilson had had his contract extended last month for another season.

The Houston Post had reported that Wilson would be fired and his contract paid off. Wilson said Friday that he would not resign to allow Schembechler to take a dual position.

"It's obvious they're trying to bring in a new head coach," Wilson told the newspaper Friday after he met with A&M President Frank Vandiver. "Obviously Bum Bright doesn't want me to stay."

Schembechler indicated that Michigan Athletic Director Don Canham offered him a substantial raise, but he didn't elaborate. Schembechler earned $60,030 in 1981 as football coach, but was believed to have made more than $100,000 overall for the year from related interests such as a weekly television show.

"I'm not in too bad shape, so don't anybody worry about me not being rich," said Schembechler.

Answers, page 171

Follow-Up Activity: In the previous section an attempt was made to highlight sports figures' model behavior under difficult circumstances. While there is an abundance of examples of "Sports Hopes," there is an equal number of "Sports Dopes." The newspapers and magazines frequently present information concerning a particular sports star, organization, or agency, that portrays some of the unfavorable or illegitimate behavior that may occur throughout athletics. Many young people can profit from reading and discussing the repugnant, immoral, or criminal acts that take place from time-to-time in sports and consider alternatives for the way in which some people have elected to behave.

Using articles such as the one that follows, and the questions from the first part of this activity, conduct the same reading/underlining, discussion, and writing exercise that was developed for the student initially. The only deviation from this procedure will be that, instead of underlining or circling examples of respectable behavior, the student will search for less flattering examples of conduct. Afterwards, parents or teachers may wish to draw some comparisons and contrasts between or among the people in both articles.

Pentathlon champ admits taking drugs

SAN ANTONIO, Texas (AP)—A former national pentathlon champion says he used tranquilizers twice during international competition in Europe.

Orben Greenwald, 33, a former Army officer now living in New Braunfels, Texas, told the Dallas Times-Herald that he violated military and athletic rules by taking Valium and Enderol during European Cup competition in 1975 and 1979.

Greenwald was a three-time All-American swimmer, world military pentathlon champion in 1973 and national pentathlon champion in 1975.

The pentathlon, involving both military and civilian athletes, is an Olympic competition involving horsemanship, fencing, swimming, running and marksmanship.

Greenwald said he took the tranquilizers, which cut down the flow of adrenalin in the body and keep the hands steady, to improve his pistol shooting scores.

But he said the drugs made him feel guilty and did not improve his performance.

"I didn't feel right," Greenwald said. "I know I'd always wonder, 'Did I win it, or did this other junk win it?' "

Greenwald also said he worried that Enderol, which can cause irregular heartbeat, could be dangerous in the 5,000-meter cross country run.

Greenwald said he decided not to take the drugs during Olympic trials or events in 1976 and in 1980 preliminaries.

Greenwald said he took the drugs in the European Cup on the advice of Army officials directing the Modern Pentathlon training.

In sworn testimony given Army investigators two years ago, trainer James Griffin of the Fort Sam Houston pentathlon training center said Greenwald and three other athletes told him they had taken tranquilizers.

A transcript of the testimony was recently obtained in a Freedom of Information Act request by Robert Marbut of San Antonio. Marbut, a former civilian competitor, said pressure in the pentathlon was especially strong on older athletes and those weak in marksmanship, the newspaper said.

Answers, page 172

Sports Jeopardy

Sport: General

Purpose: To strengthen a student's factual comprehension and recall.

Materials: List of sports answers and questions, stopwatch, paper, pencil, *Guinness Book of World Records**

Discussion: Parents and teachers can take advantage of sports trivia to improve a student's factual comprehension and recall. The use of "who did what, when, where" type questions is a good method to measure literal comprehension. By using the format of the popular TV game show "Jeopardy" and by constructing questions in a "sports trivia context," parents or teachers can provide a stimulating learning experience that challenges the student's factual comprehension and recall.

Directions: Group students into pairs and provide each group with a stopwatch. Give each student one of the 2 lists of 25 matching questions and answers. The students are to take turns supplying each other with answers and allowing the other student 15 seconds to supply the question. Each correct question is worth one point. After all the answers have been given, the points are totaled for the number of correct questions furnished and the student with the most points wins.

ANSWER LIST #1

1. Tom Landry
2. Super Bowl
3. Dallas Cowboys, Philadelphia Eagles, Washington Redskins, New York Giants, St. Louis Cardinals
4. Roger Staubach
5. Anaheim Stadium
6. Pete Rozelle
7. Kareem Abdul-Jabbar
8. San Antonio Spurs
9. Pacific Division of the Western Conference in the NBA
10. Larry O'Brien
11. Stanley Cup Playoffs
12. North Stars
13. John McEnroe
14. Tracy Austin
15. Bjorn Borg
16. Sugar Ray Leonard
17. Kentucky Derby, Preakness Stakes, and Belmont Stakes
18. Affirmed
19. 26 miles
20. NCAA—National Collegiate Athletic Association

*Norris McWhirter, *Guinness Book of World Records* (New York: Bantam Books, 1981).

21. Jack Nicklaus
22. Cosmos
23. Sounders
24. Most valuable player in 1980 in the North American Soccer League
25. Commissioner of Major League Baseball

QUESTION LIST #1

1. Who is the head coach of the Dallas Cowboys?
2. What is the game that decides the championship of the National Football League (NFL)?
3. What teams are in the Eastern Division of the National Conference of the NFL?
4. Who is the all-time leading passer in the NFL?
5. Where do the Los Angeles Rams play their home games?
6. Who is the commissioner of the NFL?
7. Who was the most valuable player in the National Basketball Association (NBA) in 1980?
8. What is a National Basketball Association (NBA) professional franchise in Texas?
9. What division and conference contain Los Angeles, Phoenix, San Diego, Seattle, Portland, and Golden State?
10. Who is the commissioner of the NBA?
11. What is the championship series of games between the 2 finalists in the National Hockey League (NHL)?
12. What is the name of Minnesota's team in the National Hockey League (NHL)?
13. Who was the winner of the 1980 singles men division of the U.S. Tennis Championship?
14. Who was the teenage girl who won the 1979 singles women division of the U.S. Tennis Championship?
15. Who has won the Wimbledon Tennis Championship 5 times?
16. Who was the fighter of the year in 1979 as selected by *Ring Magazine*?
17. What 3 horse races make up the Triple Crown?
18. What horse won the "Triple Crown" in 1978?
19. How many miles is the Boston Marathon?
20. What association governs over all college sports?
21. Who has won more major Professional Golf Association (PGA) Championships than any other golfer?
22. Who won the Championship Bowl of the North American Soccer League in 1980?
23. What is the name of the Seattle team of the North American Soccer League (NASL)?
24. What award did Roger Davies win?
25. Who is Bowie Kuhn?

Answers, page 172

ANSWER LIST #2

1. National League and American League
2. New York Yankees
3. American League
4. George Brett

5. Kansas City
6. Dick Howser
7. Henry Aaron
8. Babe Ruth
9. Orioles
10. Astrodome
11. Los Angeles Dodgers
12. Cincinnati
13. California Angels
14. Cy Young
15. Cooperstown, New York
16. Lee Elyia
17. Baseball
18. Canton, Ohio
19. Browns
20. Rose Bowl, Pasadena
21. Busch Memorial Stadium
22. Los Angeles Lakers
23. Trojans
24. Detroit
25. Canada

QUESTION LIST #2

1. What are the 2 different leagues in professional baseball?
2. What baseball team has been in the most World Series?
3. Which league has won the most World Series?
4. Who was the American League batting champion in 1980?
5. What is the home town of the American League Royals?
6. Who is the manager of the Kansas City baseball team?
7. Who holds the record for the most home runs in baseball?
8. Whose record did Hank Aaron have to break to gain the record for most home runs?
9. What is the name of the Baltimore baseball club?
10. Where does the Houston Astro baseball team play their home games?
11. Who were the 1981 World Series Champions?
12. What baseball team has the name "Reds?"
13. Whose principal owner is Gene Autry?
14. Who holds the major league record for career victories?
15. Where is the National Baseball Hall of Fame located?
16. Who is the manager of the Chicago Cubs baseball team?
17. What sport is considered our national pastime?
18. Where is the Pro Football Hall of Fame located?
19. What is the name of the Cleveland pro football team?
20. Where is the "Grandaddy" of all college football bowl games played?
21. Where does the St. Louis Cardinal football team play their home games?
22. What NBA team plays its home games in the Forum in Inglewood, California?
23. What is the name of the University of Southern California athletic teams?

24. In what city do the Pistons, Lions, Tigers, and Red Wings play?
25. In what country did the National Hockey League have its beginning?

Answers, page 174

Follow-Up Activity: Using the *Guiness Book of World Records* as a resource, ask students to create their own lists of answers and questions and allow them to play Sports Jeopardy together. The team that is able to furnish the most correct questions for the provided answers wins the contest.

Sports Snorts

Sport: General

Purpose: To provide students with the opportunity of reading humorous material related to sports (satire, irony, comedy, etc.), for purposes of developing vocabulary and comprehension.

Materials: Paper, pencil

Discussion: Many students never experience reading as a joyous or entertaining activity. Much of what they are required to read in school is void of humor. Frequently, young people's comprehension can be limited because of their failure to recognize incongruities in the situations that various authors report. The world of sports offers a wealth of funny material based on various characters' utterances, or certain occurrences in the heat of play or action. As a result, sports writers document these comical statements and moments in newspaper articles or sections of various magazines. Parents or teachers can make good use of this material to help young people develop strong vocabularies and strengthen their comprehension.

Directions: The following newspaper clipping introduces several humorous quotes. (These statements may contain some difficult vocabulary.) Before asking the student to read the quotations, discuss the following words with him/her. (Whenever necessary use a dictionary or thesaurus to help define these terms.)

circulate	sympathetic	perturbed
succession	distressing	edict
lamented	circuit	anonymous
autograph	caustic	frustrating

After you are satisfied that the student has a firm understanding of each word's meaning, allow him/her to read all of the quotes silently. After the student has finished reading, point out those portions of the material that provide different examples of satire and irony. The following definitions of these 2 literary elements will help you develop this discussion:

Satire exposes human vices or follies to scorn or ridicule.

Irony involves the use of words to express something other than, and especially the opposite of, the literal meaning.

Noting '81 quotes—for better or worse

NEW YORK (UPI)—The best and the worst of what they said in sports in 1981:

Chuck Nevitt, a reserve player on North Carolina State's basketball team, apologized to the coach for being nervous during a practice session.

"My sister is expecting a baby," he explained, "and I don't know if I'm going to be an aunt or an uncle."

Stan Musial chuckled at a story former Brooklyn Dodger pitcher Clem Labine tried to circulate that during one stretch of their careers he had retired the St. Louis Cardinals' seven-time National League batting champion 49 times in succession.

"That's not right," said Musial. "But let me tell you this. Clem Labine was a mighty tough pitcher. I don't think my lifetime batting average against him was higher than .295."

Golfer Lee Trevino lamented on how fame is fleeting.

"A woman had me autograph a $5 bill and told me she would keep it the rest of her life," he said. "A half-hour later, I bought some drinks with a $20 bill and when the change came back the $5 bill was in it."

Referee Tommy Bell was sympathetic when former tight end Fred Arbanas of the Kansas City Chiefs had his glass eye pop out during a game.

"What would you do if such a thing ever happened to your good eye?" asked Bell.

"I'd become a football referee," replied Arbanas.

Martina Navratilova noted one of the distressing problems of the tennis circuit with the comment, "In Czechoslovakia, there is no such thing as freedom of the press . . . in the United States, there is no such thing as freedom from the press.'

Norm Van Brocklin, former NFL star quarterback and no special friend of the press either, was even more caustic than Dame Martina.

"When I had a brain transplant a couple of years ago, I made sure I got a sports writer's brain so I would be sure I had one that hadn't been used."

Marvin Miller, executive director of the Major League Players Association, wasn't the least perturbed when informed of an edict issued to the players by Commissioner Bowie Kuhn during the baseball strike.

"If you think you're God, you act like God," he said.

Florida State football coach Bobby Bowden agreed that linebacker Reggie Herring didn't know the meaning of fear.

"If you look at his grades," he added, "you'll realize he doesn't know the meaning of many words."

Manager Bob Lemon of the New York Yankees was asked if he was scared when Don Money hit a long drive in the eighth inning of the fifth game in the American League playoff series with the Milwaukee Brewers.

"Only the laundryman will know how scared I was," said Lemon.

Washington State basketball coach George Raveling confided that he knew in advance the subject of a TV show, "That's Incredible."

"They shot 12 Southern California football players attending class at the same time," he advised.

An anonymous fan summed up the whole frustrating season during the long baseball strike.

"All this never would have happened," he said, "if Bowie Kuhn were alive."

Answers, page 175

Follow-Up Activity: – Using the following 4 humorous quotations and the space provided beneath each one, ask the student to read them, then draw a cartoon that illustrates the comic circumstances protrayed by the authors:

1. Bill Foster, Clemson basketball coach (on a sign outside his door): "I'm busy but if you can see over the transom, come on in."

2. Bob Hope, on Anthony Carter: "What a pass receiver. He's open more than Howard Cosell's mouth."

3. Sparky Anderson, on his return to baseball as manager of the Detroit Tigers: "Me carrying a briefcase is like a hog wearing earrings."

4. Mike Rice, Duquesne basketball coach, to a player who threatened to jump off a bridge into the Ohio River after hitting on just 2 of 14 shots: "Wait until tomorrow morning. You might miss the river tonight."

Tom's Sports Swifties

Sport: General

Purpose: To expand a student's interest in and use of allusions—an indirect reference to a person, real or mythical, or to a place or thing—by introducing a wide variety of sports-related sentences using modern allusions, to improve vocabulary and the student's ability to use allusions in his/her writing.

Materials: Paper, pencils

Discussion: Figures of speech such as allusion are a form of connotative, or nonliteral, language. We find the allusion used most often in literature and in slanted writing. In the early part of this century, allusions were often used for parody and satire. Tom Swift, the hero of Edward Stratemeyer's novels of the 1920s, was the originator of "Swifties." These were fashioned into Swift's responses, creating amusing and thought-provoking allusions. The following list of sentences employ a "Swifties" form, but the language is related to today's sports. Two examples follow:

1. "I think my pacemaker's broken," Tom said, dishearteningly. "Heart" in "dishearteningly" is an obvious allusion to the broken pacemaker.

2. "I certainly hope we get to see the mythology exhibits at the art show," mused Tom. The use of the word "mused" is an allusion to Greek mythology's *The Nine Muses*.

Directions: Present the following list of sports "Swifties" to the student. Read each statement and then write in the space provided what s/he thinks the allusion is and what it is referring to. You may use the dictionary or encyclopedia if necessary.

1. "The pre-game party's been cancelled," Tom said unabashedly. _____

2. "See if you can walk by this little feast on our last day of training camp!" tantalized Tom. _____

3. "The post-game pastry made me sick," Tom retorted. _____

4. "We can't all be Einsteins in this league!" theorized Tom. _____

5. "My favorite people are sports statisticians," Tom summed up.

6. "Being a gymnast yourself you might want to come over and see my new trampoline," Tom said flippantly.

7. "Perhaps I'll join Arnold's Army," Tom said disarmingly.

8. "Muhammad Ali will meet his Waterloo if he ever fights Larry Holmes again," Tom concluded.

9. "This tic I've developed erupted during my last tennis match," Tom said flinchingly.

10. "Wait until he finds out I sawed his hockey stick in half," Tom said puckishly.

11. "Instead of playing basketball, I'm thinking of becoming a nun," Tom's sister said habitually.

12. "Since the Bambino left baseball the game hasn't been the same," Tom said ruthlessly.

13. "My ambition is to be a Cleveland Indian," Tom said bravely.

14. "Someone needs to clean all the brush off of the playing field," Tom remarked sagely.

15. "There's a leak in A.J. Foyt's race car muffler," Tom fumed.

16. "We should go white-water canoeing," Tom said rapidly.

17. "Why would Mickey Mantle want to retire?" Tom asked as he dismantled his office. _____

18. "My mother, who was a professional wrestler, is a modern-day Florence Nightingale," Tom said benevolently. _____

19. "After the players cleared the field, the entire crowd left in a mass exodus!" Tom said fleetingly. _____

20. "Casey Stengel was no fairy tale!" Tom said grimly. _____

Answers, page 176

Follow-Up Activity: Discuss each interpretation the student has provided for the persons or things alluded to in the previous sentences. Emphasize the underlined vocabulary in these sentences and ask the student to substitute a word or phrase which has the same meaning (synonym). If the student has difficulty or fails to identify a synonym for a particular term, use the dictionary or other reference book to help locate a similar word or expression. Ask the student to record these in the spaces below:

1. unabashedly _____
2. tantalized _____
3. retorted _____
4. theorized _____
5. summed up _____
6. flippantly _____
7. disarmingly _____
8. concluded _____
9. flinchingly _____
10. puckishly _____
11. habitually _____
12. ruthlessly _____

13. bravely _____
14. sagely _____
15. fumed _____
16. rapidly _____
17. dismantled _____
18. benevolently _____
19. fleetingly _____
20. grimly _____

Answers, page 176

Who Did What, When, Where, Why, and How?: Sweepstakes

Sport: General

Purpose: To increase students' comprehension of important elements within a news article or story and give an opportunity to practice writing their own article or story using these structures.

Materials: Sports article from either a newspaper or sports magazine with a photocopy for each participant, pencil, paper, scissors

Discussion: Well-written newspaper articles usually contain answers to 6 questions, "Who Did What, When, Where, Why, and How?" Uncovering the answers to these questions in interesting sports columns helps develop youngsters' comprehension and general reading and writing skills.

Directions: Present the following article to the student and ask him/her to determine the answers to the questions Who? What? When? Where? Why? and How? Have the student underline each answer as it appears in the story and then complete the questions that follow.

Who is the article about?

What is happening or has happened?

When did it take place?

Where did it take place?

Why did it happen?

How did it happen?

Although the student may arrive at an answer which is different from that of the teacher, s/he should be given a chance to defend this answer. If a strong enough defense is given by the student, s/he should be credited with having the correct answer. Any student who successfully answers all 6 questions wins the "Sweepstakes."

Follow-Up Activity: Have the student create an interesting sports article. After writing the article, apply the technique of marking key words which answer the 6 questions used in the preceding activity. Encourage students to test each other's writing in this way and write their conclusions to the following 6 questions:

Who is the article about? _____

What is happening or has happened? _____

When did it take place? _____

Where did it take place? _____

Why did it happen? _____

How did it happen? _____

Some babies grow up to be cowgirls

By Rick Waechter
Staff Writer of The News

FORT WORTH—Tarnation, sugah, things ain't what they used to be. The way they're wearin' their hair nowadays, you can't tell the difference 'tween a boy and a girl.

Yup, you're right.

And with all those women making women's liberation movements, well, it wasn't like that when I wuz a kid.

Yup.

Even the rodeo, darlin'. They've got all-girl rodeos. Shoot, can you believe that? Just not the way it used to be, huh?

Uh huh.

Saturday night, Fort Worth's Cowtown Coliseum drew a dyed-in-the-denim crowd of rodeo fans that seemed to think things are better than they used to be. They were there for rodeo, women's style. And to be honest, it didn't look a lot different than men's style.

A few of the fans admitted they had come out because it was an all-girl rodeo. But most said they were there just because they loved rodeo.

Those who had seen an all-girl rodeo before said it wasn't much different from a men's rodeo—the events and the rules are about the same. The contestants, many of whom travel the country to participate in the 25 or so women's rodeos held every year, agreed. And those who were seeing it for the first time couldn't have thought any different.

There were the clowns, faces painted, smiling and hamming it up for the full house. There was the old barn-coliseum, with slowly circulating hot air that's about as close as a rodeo arena ever comes to air conditioning. In the stands, there were the good ol' boys and the good ol' gals sipping on Lone Stars.

And there were the cowboys . . . er, cowgirls. Different name, same idea. Most everyone was in blue jeans. All had cowboy hats on. Off their horses, they were females, no doubt about that. But on the horses, hair tucked under their hats, they looked just like cowboys—and acted the part too.

"Rodeo is rodeo," said Sue Pirtle, probably the best women's rodeo cowgirl in the country. "It doesn't matter whether it's a man or woman."

The statement was mechanical, as if it had been repeated a thousand times—as if she never thought twice about being in what many still think of as a man's sport.

Since she went to her first all-girl rodeo 17 years ago, dirt arenas and "whoa there's" have been a way of life.

It's second nature to McAllen's Nanette McHenry, too. Rodeo riding started as a Saturday night family outing. The McHenrys would pay $1.50, and the entire family would go out to the local coliseum to ride horses and rope goats. Only for Ms. McHenry, it became more than a once-a-week-affair.

Of course, women's rodeo has got to be in the participants' blood. Besides the thrill of competition, all they get are meager paychecks, broken bones, and dirt in their face. Even for Pirtle, the Women's Professional Rodeo Association's best, it's a good day's work when she meets expenses.

And to make expenses, she's had to make some sacrifices.

"I've probably had a dozen broken bones and a couple concussions," Pirtle said nonchalantly. After all, another broken bone is, well, another broken bone.

Not all the women's rodeos are in Texas, so there's quite a bit of traveling involved for the cowgirls, many of whom are married. Pirtle, who is divorced, logs 100,000 miles a year.

But Pirtle isn't typical. Most of the girls compete in a limited number of events. Some are housewives. Some are in school. And some have other jobs—many as teachers. They ride after school's out in the afternoons and compete in the summer. Sandy Hodge, a Plano physical education teacher, says her students think their teacher's summer hobby is "pretty neat."

Of course, the majority of the competitors aren't worried what most people think. As the girls wait outside the coliseum for the rodeo to start—staring into the cloudy sky or making friendly chitchat with the competition or patting their horses—their only concern is what they and the people watching inside think.

The screams of approval that met the girls as they ran their horses into the arena seemed to be approval enough.

"This is great. Whether it's men or women, I just love rodeo," said a beaming Mrs. Robert Cole, from Burleson.

"As long as they put on a good show, that's enough for me," Haydon Booth said.

So it's OK. Mamma, you can go ahead and let your babies grow up to be cowgirls.

With author's permission, *Dallas Morning News*

Answers, page 176

Sports Star's Star Sign

Sport: Auto Racing

Purpose: To develop student's comprehension skills of interring, predicting, and comparing.

Materials: Information about astrological signs, biographical information about race car driver, pencil, paper

Discussion: This activity makes use of a student's interest in sports and astrology while teaching him/her inferential thinking skills. The student will read a newspaper article about an auto race and some biographical information about the winner. Afterwards, the student will make some inferences about the winner, make a guess as to which astrological sign s/he falls under, and explain his/her choice. When the student finds out what the driver's astrological sign is, s/he will compare the traits associated with that sign to the characteristics s/he had inferred earlier.

Directions: Give the student a copy of the following sports article and have the student try to determine what kind of person the winner, Cale Yarborough, is. When s/he finishes reading, ask him/her to list some ideas about Yarborough's character or personality that came from reading the story. Then have him/her read the excerpt from Yarborough's biography which follows and try to gain further insight into his personality.

Cale certainly isn't afraid of anything. Born on a five-hundred acre tobacco farm in North Carolina, he grew up cropping tobacco and cutting timber. He would ride bulls in the barnyard and pull their tails to make them buck. He used to swim in a nearby river and dive in headfirst from an eighty-foot-high cypress tree. The water was only five feet deep. He and his pals used to catch snakes barehanded. Poisonous ones counted double. He claims he once wrestled an alligator.

In December of 1969, in the Texas 500 at Texas International Speedway, Cale's car blew a tire and crashed into a concrete wall at 185 miles per hour. Cale suffered a smashed shoulder blade, breaking and splintering other bones in three places. One doctor observed that he had never before seen such an injury in a peson who survived. At first, it was felt Cale would be sidelined six months to a full year, but by February 1970 he was back in action in the Dayton 500. He said, "I was worried, but I've always felt you can accomplish what you believe you can, and I believe in myself."[1]

[1]Bill Libby, *Great American Race Drivers* (Chicago: Cowles Book Company, Inc., 1970), pp 82–84.

When the student has finished reading, ask him/her to add to the description of Yarborough's personality by using the information s/he has just read. Discuss this description with the student and have him/her explain and defend any assumptions by pointing out the passages from the reading which led to his/her conclusions.

Following that, hand the student a copy of "Star Signs" on the following page and ask him/her to make a prediction as to which sign Cale Yarborough was born under and explain his/her choice.

After discussing the student's selection, tell him/her that Yarborough was born on March 27, 1939, which makes the racer an Aries. Tell him/her to reread the traits associated with Aries and compare them to the traits s/he had assumed about Yarborough earlier.

Yarborough Slips by Gant for 400 victory

DAYTONA BEACH, Fla. (AP)—The consensus is that someday Harry Gant will win a NASCAR Grand National stock car race.

But Cale Yarborough knew that Gant's first victory wasn't going to come during Saturday's Firecracker 400 at Daytona International Speedway.

"It would have been hard to lose this one," said the man who now has picked up four Firecracker 400 victory trophies. "The car handled perfectly all day and the engine was super strong."

And despite the fact that Gant was leading going into the 160th and final lap, everybody seemed to know that Yarborough was going to finish on top.

After taking turns leading the 160-lap event, Yarborough decided to stay behind Gant with 23 laps to go.

"I knew I could pass him any time I wanted to," Yarborough said. "But I also knew he could do the same to me."

The 41-year-old Yarborough, a gentleman farmer from Timmonsville, S.C., bided his time until the two cars hurtled down the long backstretch of the 2.5-mile, high-banked oval on the final lap.

With Gant just trying to stay ahead, Yarborough dropped low on the track, pulled even, then passed Gant as the two Buick Regals sped through the third turn.

Gant, also 41 and a longtime star in late model sportsman racing, has yet to win a Grand National race since becoming a regular in 1979.

Follow-Up Activity: Have the student read the "Star Signs" paying particular attention to his/her own astrological sign. Then have the student write an essay comparing or contrasting, agreeing or disagreeing with that perception of his/her personality and "star sign."

"My Stars, Who Am I?"

STAR SIGNS:

Aries (March 21-April 20)—outgoing, original, dynamic
Taurus (April 21-May 20)—loyal, dependable, patient, proud
Gemini (May 21-June 20)—versatile, genial, creative
Cancer (June 21-July 22)—retentive, maternal, protective
Leo (July 23-August 22)—regal, entertaining, commanding
Virgo (August 23-September 23)—practical, analytical, intellectual
Libra (September 24-October 23)—romantic, aesthetic, judicial
Scorpio (October 24-November 21)—scientific, passionate, dedicated
Sagittarius (November 22-December 21)—jovial, prophetic, logical
Capricorn (December 21-January 19)—executive, conservative, persevering
Aquarius (January 20-February 18)—diplomatic, altruistic, inventive
Pisces (February 19-March 20)—intuitive, sympathetic, artistic

Designated Wit

Sport: Baseball

Purpose: To develop a student's comprehension by introducing figurative expressions in the forms of simile and metaphor which are found in a baseball-related sports article; to improve the student's ability to use simile and metaphor in his/her writing.

Materials: Pencils, paper, sports-related article

Discussion: Parents and teachers can make good use of sports-related newspaper or magazine articles to teach a student to recognize and use figures of speech such as simile and metaphor. The ability to use simile and metaphor effectively adds vitality to written expressions.

Directions: Ask the student to silently read the sports-related article that follows and underline each expression that makes a specific or subtle comparison. Allow approximately 5 minutes for this activity. If the student fails to locate some of these comparisons, assist him/her in identifying and underlining several. Afterwards, discuss with him/her why the author chose to use these figures of speech instead of simply using a literal statement. Discuss the function of simile, i.e., a figure of speech that draws a comparison by using the words like or as; and metaphor, i.e., a figure of speech that simply renames an object or person (Example: Reggie Jackson is often referred to as Mr. October because of his past heroics in the World Series). The use of simile and metaphor are excellent ways for authors to pose more vivid descriptions or comparisons. The following examples help students identify and distinguish between simile and metaphor.

> SIMILE: After the ball was hit, Pete Rose headed for home plate like a steaming locomotive.
>
> METAPHOR: THe Boston pitching staff was the Red Sox's Rock of Gibraltar in the World Series.

Finally, after discussing the difference between simile and metaphor and pointing out ways in which the author uses these figures of speech in the article, ask the student to reread the material and complete the exercises on the following pages.

RANGER'S DARWIN HANDCUFFS YANKS

Danny Darwin became a Texas superhero as he mowed down the New York Yankees 8–0 last night with a brilliant 2-hitter. Darwin, pitching as if he were possessed, limited the mighty Yankee sluggers to 2 singles. Quoted Yankee superstar Reggie Jackson after the game, "Man, facing that guy is like kissing your

mother-in-law. You just don't want to do it. He really had his cannon loaded tonight."

Truer words were never spoken. Numerous Yankees only seemed to see the smoke from Darwin's "cannon" as he struck out 14, all swinging.

Meanwhile, the Ranger bats became a mighty arsenal as they pounded 4 New York hurlers for 13 hits. The Ranger hitters acted like they were taking batting practice. The offensive fireworks began early as Texas took a 4–0 lead in the first inning.

With Darwin steadily forcing the Yankee sluggers to swing like rusty gates, Texas kept pouring on the runs.

Buddy Bell's grand-slam home run in the fifth doubled the Rangers' total scoring output. The ball soared over the left-field wall like a guided missile.

The round-tripper had a solemn effect on the crowd. They seemed to look upon the home run as if it were the end of the world.

Darwin, who entered the game with the mediocre 5–5 record, played the role of David against the Yankee Goliaths. Throughout the game, Darwin was like a nagging headache to the Yankee sluggers. They just could not get rid of him or find the right cure for his blazing fastball.

Answers, page 177

Rewrite the following sentences taken from the enclosed sports article using different similes and metaphors but without changing the meaning. See example below.

> "Man, facing that guy is like kissing your mother- in-law."
>
> Going up against that pitcher is like jumping in the ring with Muhammad Ali.

1. He really had his cannon loaded tonight.

   _____

   _____

2. . . . forcing the Yankee sluggers to swing like rusty gates. . . .

   _____

   _____

3. The offensive fireworks began early. . . .

   _____

   _____

4. The ball soared . . . like a guided missile.

   _____

   _____

5. They seemed to look upon the home run as if it were the end of the world.

6. Darwin . . . played the role of David against the Yankee Goliaths.

7. The Ranger hitters acted like they were taking batting practice.

8. . . . Darwin was like a nagging headache to the Yankee sluggers.

Follow-Up Activity: Using the following phrases, ask the student to use a simile or metaphor to help modify and expand each phrase into a complete colorful, descriptive statement. See example below.

> pitcher threw a fastball
>
> The strikeout artist's fastball, like a speeding bullet, completely fooled the batter.

1. outfielder made a leaping catch

2. runner ran around the bases

3. catcher pegged the ball to the second baseman

4. designated hitter hit a long ball

5. runner stole a base

6. batter laid down a good bunt

Fans Run Hot and Cold

Sport: Baseball

Purpose: To develop a student's vocabulary by introducing him/her to homographs—words that are spelled alike but have different meanings and sometimes different pronunciations; to teach the student to use context clues in order to understand a word's precise meaning.

Materials: Paper, pencils, sports-related newspaper or magazine articles, dictionary

Discussion: Teachers and parents can make good use of sports-related newspaper or magazine articles to teach a student that many words in our language may be spelled alike, have different pronunciations, and have more than one meaning. Frequently, it is necessary to understand the context in which a word is being used if a student wishes to accurately measure an author's meaning. Understanding homographs (multiple-meaning words) must be viewed as a vital part of the reading process. Example: The judge was fair. He went to the fair. She is a fair beauty. Mark paid his fare on the bus. How did you fare at the trial? Fare-thee-well! Their fare is exquisite.

Directions: Ask the student to look over the following magazine article and underline any words that may have multiple meanings. Allow approximately 7 minutes for this preview. Assistance may be given to those students who fail to identify a minimum of 5 words. Discuss these terms with the student and then ask him/her to read the article. Afterwards, point out the sentences dealing with multiple-meaning words and ask him/her what each one means based upon its use in the sentence. Focus the discussion on context clues—an aid used in recognizing words whereby the surrounding word or sentences assist a reader's pronunciation or understanding of the word or words in question. Then ask the student to complete the following exercises. Following is a list of some of the homographs used in the article:

1. game
2. fans
3. strike
4. play
5. loaded
6. base
7. liner
8. fly
9. wind
10. manual
11. crowd
12. spring
13. stands
14. ball
15. charm
16. grandstand
17. minute
18. knots
19. course
20. suite
21. veteran
22. seasons
23. minor
24. struck
25. sacrifice
26. couple
27. perfect
28. rose
29. major
30. suspend

What the Game Is All About

For one perfect evening last week the old mill town of Pawtucket, R.I., became the center of the baseball world. Warmed by a bright orange sunset, nearly 6,000 fans packed the grandstand of venerable McCoy Stadium and more than 100 journalists interviewed anything that talked. It was only a minor-league game between the Rochester Red Wings and the Pawtucket Red Sox, but history was in the making: it was the longest game in the annals of professional baseball. It had begun on the evening of April 18, had consumed 32 innings over 8 hours and 7 minutes, and had been suspended at 4:07 a.m.—to protect the glassy-eyed players from potential injury—as the Easter Sunday sun rose. Before the game resumed last week, Pawtucket manager Joe Morgan, a seen-it-all veteran of fifteen seasons as a minor-league manager, explained quite simply why everyone was so excited. Baseball, he said, "is God's game."

Perhaps only the Deity—and the loyalty of baseball fans—will save the game from the greed and stubborness of major-league players and owners. A couple of hundred miles away, in a midtown Manhattan hotel suite, the kings of the sport quibbled over megabucks and free-agent compensation while their strike passed its second week. But it was more fun in Pawtucket to think about The Game. After eighteen minutes of the resumed play, in the bottom of the 33rd, with the bases loaded, the score 2-2 and none out, Pawtucket's Dave Koza reached for a low curve and punched a humpbacked liner to left field for the winning hit. He raced to first base, stopped short and jumped on the sack. Then he turned to face his teammates, who poured out of the dugout as if they had won the World Series.

Part of the enduring charm of baseball is its statistics, and enough records were completed last week to brighten many a hot-stove-league night. Most innings: 33. Longest playing time: 8 hours, 25 minutes. Most strike-outs, by two teams: 60; by one team (Rochester): 34. Most times at bat, by two teams: 219; by one team (Pawtucket): 114. Rochester's Dallas Williams went 0 for 13. Pawtucket's designated hitter Russ Laribee went 0 for 11 and struck out seven times. The teams used fourteen dozen baseballs, and when they ran out of new ones they turned to batting-practice balls, some of them so mushy that George Foster would have had a hard time getting them out of the infield.

Nearly all of this occurred, of course, in April. The wind that New England spring evening hit 30 knots and the temperature in Pawtucket eventually fell to 38 degrees. Down 1-0 in the last of the ninth, Pawtucket (a Boston Red Sox farm team) tied the game on a sacrifice fly. Just before 1 a.m. Pawtucket owner Ben Mondor tried to stop play according to the International League curfew, but the umpires said they found no such rule in their manual. The Red Wings scored in the top of the 21st; the Pawsox tied it again. Soon, desperate Pawtucket officials were on the phone to Harrisburg, Ohio, where they awakened league president Harold Cooper. The astonished Cooper ordered the umpires to suspend the game at the end of the inning, which was the 32nd.

Hall of Fame: By this time the original crowd of 1,740 had dwindled to 20, two of whom were Ron Card and his 9-year-old son, Danny. About 12:30 a.m. Ron called his wife, Joelle, to tell her they were still at the ballpark. About 3 a.m., she remembers, "I figured the next call would be from the hospital telling me they had been in an accident." But Ron and Danny are baseball fans. For a spring vacation they drove to Cooperstown, N.Y., to visit the Hall of Fame, then on to Syracuse to watch the Pawsox play, staying on the same floor of the Holiday Inn as the team. They have missed one Pawsox home game all season. So of course they were back in the stands for last week's climax, and Danny was sure all along the game would come out right. "Koza's been swinging a hot bat," he explained.

It's that kind of devotion and savvy that minor-league ball develops—and what baseball is all about. It's also what the rich players and the rich owners are trifling with.

JERROLD K. FOOTLICK *in Pawtucket*

Answers, page 178

Follow-Up Activity # 1: Have the student write original sentences using the following words in the way they are used in the article.

veteran—Jack Nicklaus is a veteran of many golf tournaments.

course _____

1. _____

2. strike _____

3. stands _____

4. suite _____

5. manual _____

6. game _____

7. minute _____

8. grandstand _____

9. fans _____

10. loaded _____

11. liner _____

12. knots _____

13. play _____

14. sacrifice _____

15. fly _____

Answers, page 177

Follow-Up Activity #2: Have the students create a sentence, based on an alternate meaning of the underlined word, in a sports context.

General Haig wanted to establish a base camp for his platoon.
In the first game of the World Series Reggie Jackson was picked off first base.

1. "I think my watch stopped," explained the customer. "Wind it up and I'll bet it works then," said the owner of the jewelry store.

2. "Please don't crowd me," said the parrot as I shut the door to his cage.

3. The closet door needs a new spring on it to make it close better.

4. My uncle and his wife were attending the festivities of the opening night ball in New Orleans.

5. George simply couldn't believe he had lost the charm he meant to give Cindy for her birthday.

6. When the Viet Nam War ended, many of the soldiers coming home received no national recognition compared to veterans of World War II.

7. The host of the cookout is explaining the use of garlic salt as one of the spices with which he will season his pork chops.

8. Carol, a 17-year-old, is a minor in the eyes of the liquor store owner.

9. Jenny and I struck a bargain when we bought the old piano for $100.

10. In order to perfect the scheme, the gang had to hire outside help.

11. The lady was amazed by the beauty of the yellow rose in my garden.

12. "What is the meaning of this, Major Adams?" demanded General Bush as he reviewed the troops.

13. Loy shouted for help as he tried in vain to couple the boxcars before the train started rolling.

14. I think we can suspend the hammock without any ropes.

Answers, page 177

What's the Big Idea?

Sport: Basketball

Purpose: To develop a student's comprehension by finding the topic sentences in a paragraph; to show students that these topic sentences often state an author's main idea.

Materials: Pencils, paper, sports story

Discussion: Many students fail to recognize the main idea in their reading because they are unaware of the importance of topic sentences. Frequently, stories found in the sports section of a newspaper describing certain important games or athletic events capture the attention of a student and can be used by parents or teachers to help him/her locate topic sentences and main ideas.

Directions: Explain that each paragraph in the following sports story contains one sentence which states the author's main idea. Also, explain that these individual sentences are called topic sentences. Describe how a topic sentence is used by presenting the following example.

> The Houston Waltrip basketball team is expected to win the state championship this year. Waltrip has every player returning to their squad from last year's state championship team. Additionally, it has 3 players on the team who made all-state last year. The team averages 92.3 points per game while limiting the opposition to 64.6 points per game.

Point out to the student that each sentence in the paragraph reinforces the topic sentence, i.e., The Houston Waltrip basketball team is expected to win the state championship this year. Explain that the supporting sentences contain facts that support the main idea. Ask the students to read the following sports story for the purpose of finding the main idea of each paragraph by locating the topic sentence. While the topic sentence is often the first sentence in a paragraph, it may sometimes come in the middle or at the end of a paragraph as well.

LOUISVILLE UPSETS UCLA FOR CHAMPIONSHIP

The Louisville Cardinals, led by All-American Scott Lewis, defeated the UCLA Bruins, 98–88, for the NCAA championship. The Cardinals earned the right to be called Number 1 by whipping the heavily favored Bruins. With the help of Lewis and company, the Cards overpowered UCLA from start to finish. The Cards' awesome display of run-and-gun offense, combined with an outstanding defense, proved too much for the Bruins.

UCLA was forced to play catch-up ball. The tempo of this championship game was completely controlled by the Cardinals. The

Bruins never were able to capture the lead. In fact, the Cards built up a 10-point lead before the Bruins made their first basket.

Scott Lewis turned in a superhuman performance for Louisville. The 6'9" senior topped all scorers with 38 points. He also grabbed 15 rebounds. Furthermore, Lewis was responsible for 10 assists.

UCLA must have believed that Louisville had 7 men on the court because of the Cards' outstanding rebounding ability. In the first 10 minutes of play, the Bruins were outrebounded 12–2. By the end of the first half, the Cards' rebounding advantage stood at 30–13. Louisville's total domination of the boards, especially in the first half, kept UCLA's high scoring game in check.

Louisville built up an 18-point lead by halftime. During the first 13 minutes of the first half, the Cards led by 10. Five minutes later, the Bruins trailed by 14. Then, in the closing minutes of the half, Lewis sank 2 successive baskets to pad the lead to 18.

Have the student write the topic sentence from the preceding paragraphs on blanks below:

1. topic sentence: _____

_____

2. topic sentence: _____

_____

3. topic sentence: _____

_____

4. topic sentence: _____

_____

5. topic sentence: _____

_____

Answers, page 178

Follow-Up Activity: Using the following topic sentences, ask the student to write 3 or 4 statements that reinforce the main idea and create one complete paragraph:

1. The 1981 NCAA basketball championship game was a contest between 2 evenly matched teams.

_____

_____

2. Last night's game between the Knicks and the Bucks was marred by numerous fouls.

3. Larry Bird of the Boston Celtics was the game's leading scorer.

4. The NBA championship game was a totally one-sided affair.

5. During the second half of the Spurs-Rockets game last night, the momentum of the game turned sharply in favor of the Spurs.

Practice Makes Perfect: SQ3R

Sport: Boxing

Purpose: To improve students' work study habits by having them practice specific steps as a structured approach to learning, using sports articles.

Materials: Sports article, pencil

Discussion: Many students fail to develop effective study skills. Consequently, they experience continuous difficulty in preparing themselves for classroom discussions of various reading assignments, tests, or reports. Most of these students have acquired a hit-or-miss approach to subject area readings. Reading for pleasure and studying are 2 completely different processes and require distinct approaches. Most students who have difficulty studying have never learned efficient ways to process expository text for purposes of recalling specific information. Newspaper sports articles can be helpful in getting students to practice 5 basic steps of effective study.

Directions: Identify an area of the student's sports interest. This may be a specific sport, coach, team, player or general topic, e.g., Olympics, NCAA Playoffs, Master's Tournament, Belmont Stakes, Superbowl, etc. Select materials or articles from newspapers or magazines which relate to these interests. Choose those that have accompanying pictures whenever possible. Give the material to the student asking him/her to follow the 5 steps of the SQ3R* approach, Robinson (1960). Each of these steps should be taught separately, and the student should be given direct practice applying the specific study skill in the context of the sports article.

Present the following procedures to the student and answer any questions s/he may have concerning them. Once you feel the student understands the basic ideas of using SQ3R you may introduce him/her to the sports article on boxing that follows. Lead the student through the 5 steps of Robinson's technique by asking him/her to apply each one to this article. This adapted format follows:

Survey: Create a background of experiences for reading and introduce unfamiliar vocabulary or concepts you have identified in this article during your prereading. Then ask the student to look at the accompanying picture and make some guesses as to what the article concerns. After a brief discussion along these lines, tell the student to scan the first part of the article (column or section) and underline or circle any word or phrase s/he does not know or is unsure of. If the student fails to identify any words or phrases during this preview the parent or teacher asks for specific defini-

*Robinson, Francis P. *Effective Study*, (New York: Harper and Brothers, 1960).

tions and clarifies meanings. Guide the student across each adjoining column or section of the material in the same way. The student should skim headlines and pictorial captions as well.

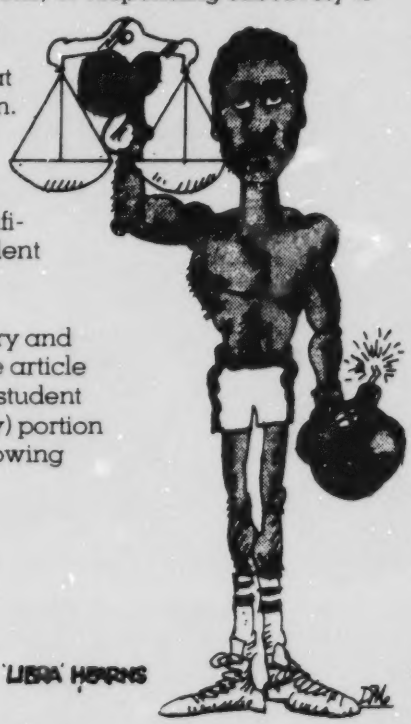
Question: Set purposes for reading and establish interest. After the student has scanned the article thoroughly and you have discussed the picture, unfamiliar vocabulary and phrases, direct him/her to write down 2 questions one might ask concerning the content. The parent or teacher also writes 2 questions as a result of the prereading activity. Typically, the student's questions will be literal so teachers should try to form theirs at the interpretive/inferential level.

Read: Have the student read the article silently and look for specific answers for his/her questions. Then instruct the students to circle or underline any additional words or phrases that are unfamiliar.

Recite: Ask the student to recall as much of the article as s/he can. Then have the student paraphrase the material to answer the 2 questions s/he posed initially. If the student struggles to do this or is unable to provide answers for his/her questions the parent or teacher should guide the student back to the text and help him/her uncover the information. Parents and teachers should also present the questions they have written concerning this article and ask the student for answers. In the event the student has difficulty answering these questions follow the same procedures used to locate information related to the student's questions.

Review: If the student is unsuccessful recounting the content of this article, answering his/her own questions, or responding effectively to those of the parent or teacher, s/he is referred back to the specific portions of the text that reveal the required information. Parents and teachers should check for the student's full understanding by noting the absence of main ideas or significant details and assist the student in uncovering these as well.

Some of the difficult vocabulary and concepts are underlined in the article and may be introduced to the student during the prereading (Survey) portion of this study activity on the following page.



Libra Hearns—nasty, loyal, pretty

By Joe LaPointe
Free Press Sports Writer

"Naw," said Thomas Hearns, as he parried questions Wednesday afternoon at the Press Club. "I'm not really deep into signs that much."

Astrology was the topic because Hearns will celebrate his 21st birthday Thursday night when he meets Sansaek Muangsurin at the Olympia in a 10-round welterweight bout.

When it's over, Hearns will be old enough to buy a drink, if he drank, but he doesn't touch the stuff. The calories might make it difficult to maintain the 147-pound weight limit.

Besides, "I don't like alcohol," said Hearns, whose slender 6-foot-1 inch body was dressed in a finely tailored suit decorated with gold jewelry. One of his neck chains showed a fisherman, but the other two showed the "scales of justice." Not into astrology, huh?

"That's my zodiac sign," Hearns admitted. "Libra. Usually nice people, but we can get nasty at times."

A little bit of controlled nastiness is part of the reason Detroit's championship contender has a record of 22-0, with 21 knockouts. His opponent Thursday, a former "kick boxer" from Thailand, is a left-hander (presumably also a left-footer) with a fistic record of 13-3. He's rated fourth in the division by the World Boxing Council, which lists Hearns Number 3.

Muangsurin's astrological sign isn't known. But one local star-charter, Loretta Hampton, pegged Hearns pretty closely when she described general tendencies of Libra people.

"Some of them can be mean," she said. (Most of Hearns' previous opponents would vouch for that.)

"They are ruled by the planet Venus and some are pretty people." (Some local ladies have said that, too, is the case with Hearns.)

"They are loyal, they live with their mother longer than most men." (Hearns lives with his mother in a new house he recently bought for her.)

Her name is Lois Hearns and she'll probably miss Thursday's fight by order of her doctor. Mrs. Hearns returned home Wednesday after spending three weeks in a hospital for a serious but successful operation.

"I had surgery for a kidney spot," Mrs. Hearns said Wednesday. "They ran tests and I think they saved my life. If they hadn't found it, it might have got worse, cancer maybe. My blood pressure was way up. It was a real success and I feel like a new woman, really wonderful. I'd like to go to the fight, but my doctor says I'm still a little too weak."

Mrs. Hearns recalled a happier hospital visit 21 years ago when Thomas was born.

"In a little city called Grand Junction, Tennessee," Mrs. Hearns said. "About 3 o'clock in the afternoon." The newborn Libra tipped the scales at 8½ pounds in the babyweight division.

"It was hard, too, but I was so proud because he was my first son," Mrs. Hearns said. "I'm still proud, I'll tell you, he's a real doll." Also on that day, Oct. 18, 1958: Cardinals of the Catholic Church met in Rome to elect a new Pope following the death of Pius XII; Northwestern's football team, coached by Ara Parseghian, beat the University of Michigan 55-24; and the morning Free Press sold for seven cents.

The Detroit Free Press (October 17, 1980)

Follow-Up Activity: Using the following astrological sign information, ask the student to compare his/her own horoscope with that of Tommy Hearns (Libra). You may wish to provide the student with more detailed information for each zodiac sign. This can be found in numerous supplementary materials. Finally, ask the student to write a brief essay comparing him/herself to Tommy Hearns.

Aries (March 21-April 19): Forceful, courageous, adventurous, combative, ambitious, idealistic.

Taurus (April 20-May 20): Conservative, tenacious, practical, patient, diplomatic, stable.

Gemini (May 21-June 20): Adaptable, versatile, creative, inquisitive, eager, decisive.

Cancer (June 21-July 22): Sensitive, artistic, protective, sentimental, romantic, imaginative.

Leo (July 23-Aug. 22): Proud, ambitious, sociable, independent, generous, loyal, idealistic.

Virgo (Aug. 23-Sept. 22): Practical, reliable, analytical, versatile, adaptable, friendly.

Libra (Sept. 23-Oct. 22): Equitable, just, idealistic, harmonious, imaginative, artistic.

Scorpio (Oct. 23-Nov. 21): Intellectual, emotional, combative, introspective, analytical, intuitive.

Sagittarus (Nov. 22-Dec. 21): Pleasant, idealistic, philosophical, intuitive, just, optomistic.

Capricorn (Dec. 22-Jan. 19): Consistent, realistic, reflective, studious, serious, introspective.

Aquarius (Jan. 20-Feb. 18): Creative, inspirational, emotional, sensual, enthusiastic, humorous.

Pisces (Feb. 19-March 20): Altruistic, versatile, intuitive, imaginative, instinctive, conventional.

Personality types excerpted from: Astatre, *Astrology Made Easy*. North Hollywood, CA: Wilshire Book Company, 1967.

The 'Punch' Line

Sport: Boxing

Purpose: To develop a student's comprehension by introducing cause-and-effect relationships as they appear in a sports-related article.

Materials: Pencils, paper, and sports-related story

Discussion: A cause-effect relationship may be defined as something or someone acting on something or someone that *causes* something else to happen. Parents and teachers can make good use of sports-related stories or magazine articles to improve a student's ability to read and comprehend the reasons certain events occur and to identify these events' outcomes. The capacity to relate cause and effect is the mark of a good critical reader.

Directions: Using the following sports-related story on boxing, discuss cause-effect relationships with the student. Use this example from the story: "Smith stayed on the canvas for the 10-count as a result of a vicious right hook by Keyworth."

Cause: a vicious right hook by Keyworth
Effect: Smith was knocked out.

When you are sure the student understands what a cause-effect relationship is, ask him/her to read the entire story for the purpose of underlining specific causes and effects, such as:

1. What causes one boxer to win a particular round.
2. What effect a certain punch has on one of the fighters.
3. What may have caused one boxer to win.

Allow approximately 7–10 minutes for this reading activity. Then discuss with the student the causes and effects s/he has identified and ask him/her to reread the story and complete the exercises on the following pages.

WILLIE KEYWORTH KO'S BOB SMITH IN SIXTH

Willie Keyworth, the world heavyweight boxing champ, knocked out Bob Smith, the top contender for the crown, in the sixth round last night at Madison Square Garden. Smith stayed on the canvas for the 10-count as a result of a vicious right hook by Keyworth.

The first 2 rounds went to Smith, mainly because he landed 3 key punches to the champ's head in the early going. In the second, the champ's nose bled, caused by a wild punch from the defender.

However, in the third round Keyworth battled back because he knew that he had lost the first 2 rounds. Smith suffered a cut above the left eye produced by a powerful right hook from the champ. It was apparent the young contender was losing ground, and the

momentum turned at that point. Keyworth's constant bombardment took its toll on Smith.

The fourth round was also won by the champ. Another jab to the head, which opened up the previous cut, caused Smith's vision to be blurred. But Smith battled back. Keyworth was stunned when Smith connected with a left hook and a solid right to the champ's jaw as the bell sounded, ending the round.

By the opening of round 6, Smith began to tire as evidenced by his lack of mobility and ineffectual punches. The victory was determined by a massive right hook which landed square on Smith's jaw at 1:29 of the sixth round.

Have the student determine if the following phrases taken from the preceding article are "causes" or "effects." First have the student print a "C" or "E" at the blank on the left of the phrase. Then have the student write either the cause or effect of the listed phrase.

1. _____Smith stayed on the canvas _____

2. _____(Smith) landed 3 key punches _____

3. _____the champ's nose bled _____

4. _____he knew that he had lost the first 2 rounds _____

5. _____a powerful right hook from the champ _____

6. _____the momentum turned at that point _____

7. _____Smith's vision was blurred _____

8. _____Keyworth was stunned _____

9. _____Smith began to tire _____

10. _____ Right hook which landed square on Smith's jaw _____

Answers, page 178

Follow-Up Activity: The student's understanding of cause-effect relationships may be strengthened if s/he learns to identify specific words or phrases that indicate a possible cause-effect circumstance. Ask the student to refer to the previous story and list 8 such words or phrases that signal either the cause or effect of a certain situation. The first one has been done and serves as an example.

as a result of a vicious right hook by Keyworth (cause)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Answers, page 179

Sportstalgia: Monotony or Metonymy?

Sport: Boxing

Purpose: To develop a student's comprehension by identifying metonymic expressions, and to provide an opportunity for student's to practice using these comparative references by making up sentences using metonymic expressions.

Materials: Sports article containing metonymic expressions, pencil

Discussion: Authors frequently make use of metonymic expressions in order to add color or strength to their descriptions. A metonymic expression is a figure of speech that names something by using one of its attributes or parts as a substitute for the thing itself, as in "the crown decrees" for "the ruler decrees." Recognizing such comparisons and references can lead to increased enjoyment and understanding while reading. Understanding and employing this stylistic device will add dimensions to a student's own writing.

Directions: Provide the student with the following sets of statements and ask him/her to point out the metonymic expression in each. Use underlined metonymic expressions in the following examples below for discussion.

1. Big Brother is watching you.
2. The Golden Bear won the Masters' Golf Tournament in 1980.
3. The order originated in the Oval Office.
4. You cannot escape the long arm of the law.

When you are sure s/he understands what a metonymic expression is, ask the student to read the following article and underline all metonymic expressions. Allow 5-10 minutes for the student to make these identifications. Point out any metonymic references s/he may have missed.

Have the student explain the following metonymic expressions which have been taken from the following article.

1. growing international struggle of democracy versus facism

   _____

2. a symbol of forces bigger than himself _____

   _____

3. the Brown Bomber _____

   _____

4. checkered fistic past _____

   _____

5. heavyweight crown _____

6. indefinitely freeze the title _____

7. never dropping his left _____

8. the hopes of black and white Americans alike _____

9. the plug pulled by order of Der Fueher _____

10. the big one _____

11. their 2 big wars _____

Louis vs. Schmeling: WWII preview

SPORTStalgia is a nostalgic look at a week in sports history, a flashback to the events and people that made that week memorable. The authors are Russ Pate, a Dallas magazine editor and former Times Herald writer, and his brother, Ridge, an attorney in Waco. This week: June 19-25.

On June 19, 1936 and June 22, 1938, heavyweights Joe Louis and Max Schmeling gave sports fans everywhere an honest-to-goodness preview of World War II.

The fighters were caught up in the growing international struggle of democracy versus fascism—and each man unwittingly became a symbol of forces bigger than himself.

Louis, son of an Alabama sharecropper named Mun Barrow, was born in 1914. After the family moved to Detroit, Joe's mother made him take violin lessons. But when he got into Golden Gloves boxing, Louis decided to stop fiddling around.

Turning pro in 1934, he racked up 27 straight wins. With vicious jabs and devastating combinations, the Brown Bomber scored important knockouts over two former champs: Gigantic Primo Carnera fell in six rounds, hard-hitting Max Baer in four.

A post-fight quote from Baer summed up the lethal power of the young Joe Louis. Asked why he had been counted out on one knee, rather than rising to fight some more, Max snarled, "People are going to have to pay more than $25 to see me executed."

By 1936, everyone thought Louis was invincible—except Max Schmeling, a 31-year-old journeyman former champion from Germany.

The veteran Schmeling had a checkered fistic past, winning the heavyweight crown on a foul by Jack Sharkey in 1930, then dropping a listless decision to Sharkey in 1932. Sportswriters called Max "the only man to win the title lying down and lose it standing up."

But Schmeling insisted that he would win his June 19 match with Louis. "I see something," Max repeatedly told the press.

What Schmeling had seen while reviewing Louis fight films was Joe's only flaw: a tendency to drop his left after firing a jab. And a strong right counter was Max's best punch.

The result was probably boxing's upset of the century. Before 45,000 shocked onlookers at Yankee Stadium, Schmeling battered Louis around the ring, grounding the Bomber for keeps at 2:29 of the 12th.

Schmeling was never a Nazi. But growing fears that Adolf Hitler would indefinitely freeze the title prevented a Schmeling-Jim Braddock fight. Instead, champion Braddock defended his title against Louis on June 22, 1937. Never dropping his left, Joe took the crown in eight rounds.

One year later, Louis-Schmeling II held the sporting world's attention. Joe, representing the hopes of black and white Americans alike, blazed to the peak of his career.

After 124 seconds Max Schmeling was finished—kaput. In a stunning TKO, Louis threw 41 punches, landing 38. The German radio broadcast of the fight went dead, the plug pulled by order of Der Fueher.

But time heals all wounds. At 75, Max Schmeling today is a prosperous international businessman. Over the years, he and Joe had numerous warm reunions. When Louis died in April, he elegized Joe as a "boxing genius."

After the big one, WWII, Germany and America became friends and allies. And, after their two big wars, so did Joe and Max.

With the author's permission, *Dallas Times Herald*

Answers, page 179

Follow-Up Activity: Have the student write a sentence that explains each of the following metonymic expressions. See example below.

> the Bible Belt—Texas, a part of the Bible Belt, has an abundance of Baptist churches.

1. the boob tube: _____
2. Old Glory: _____
3. the Big Apple: _____
4. Pearly Gates: _____
5. Dixie: _____
6. Old Blue Eyes: _____
7. 5-fingered discount: _____
8. thin-clads: _____
9. the Grim Reaper: _____
10. the links: _____

Don't 'Miss' It

Sport: Football

Purpose: To develop a student's skimming and scanning skills by asking him/her to locate specific facts in a sports story and recall the events in their order of occurrence.

Materials: Paper, pencils, sports story

Discussion: Students must be able to locate facts and recall the sequence of events from their reading assignments in order to organize discussions or written statements around an author's key ideas. Parents and teachers can use articles from the sports sections of newspapers to strengthen these important skills.

Directions: Sports stories as well as most short stories describe events in a specific order. Present the following sports story to the student and ask him/her to read it silently and underline each specific event that occurs during the game. Tell the student that these events are usually preceded by key words or phrases such as:

1. at the top of the second half
2. in the third quarter
3. after the kickoff

You may wish to use a story from the student's high school or local newspaper that describes his/her own home team's game of the week in place of the example in this activity. This will help personalize the material and stimulate the student's interest.

MISSISSIPPI OUTLASTS MISSISSIPPI STATE 28–27

The Mississippi Rebels, led by quarterback Bill Jones' 2 touchdown passes, overcame a furious Mississippi State rally and defeated the Bulldogs 28–27. The Rebels were solid favorites to win but the Bulldogs never gave up. In fact, Ole Miss crushed Mississippi State's bid for an upset on the final play of the game.

Ole Miss totally dominated the game in the first quarter. Following the opening kickoff, the Rebels marched 69 yards in 9 plays. Exactly 4 minutes had elapsed in the first quarter when Ron Leaks scored from 2 yards out. Jack Smith's first PAT made the score 7–0.

After the Bulldogs were unable to pick up a first down, punter Lee Franks boomed a 62-yard punt which rolled dead on the Rebel 14-yard line. From there, the Rebels traveled 86 yards in 14 plays. The key play of the drive occurred with 5:06 remaining in the first quarter. Jones completed a 9-yard pass to Ron Cox on a third-and-seven situation. The Rebels' second score came 6 plays later as Jones completed a 6-yard pass to Alex King with 1:34 left in the first quarter. Smith's second PAT was good and the Rebels had a 14-point lead.

As the second quarter began, Mississippi State picked up their first first-down of the day. Following 2 penalties, State quarterback Lynn Reeves decided to go for the bomb. Reeves found his top receiver, Burt Smith, all alone on the Rebel 40. Smith raced untouched for the Dogs' first score. Thus, with 10:06 remaining in the second quarter, the Ole Miss lead had been cut in half.

However, the Rebels were not ready to slow down. Their next drive covered 88 yards and took up over 8 minutes on the clock. Jones' second TD pass to Cox with 1:09 left in the half gave the visiting Rebels a 2-touchdown lead once again. As the first half ended, Rebel cornerback Fred Brewer intercepted a long pass from Reeves.

The game's momentum seemed to turn in favor of the Bulldogs following the second half kickoff. Hector Garcia returned the kick 42 yards. Three plays later, Calvin Mills exploded with a 29-yard touchdown run. Jim Farr's second PAT made the score 21–14 with 11:50 left in the third quarter. These were to be the only points scored in the third quarter.

In the fourth quarter, the Rebels' Ken Matte returned a punt 63 yards. Smith's fourth PAT made the score 28–14 in favor of Ole Miss. Then the Bulldogs started their comeback.

Reeves' aerial display was to result in 2 State touchdowns. Reeves' second TD pass came with 8:26 left to play in the game. The 45-yard scoring play featured an excellent run by Lee Kramer after he caught the swing pass from Reeves.

The Bulldogs' next touchdown was set up by a 41-yard Reeves-to-Smith pass play. Fred Ryan's 2-yard run came with only 1:14 left in the game. However, the 2-point conversion attempt fell short when Ryan was stopped on the one-yard line.

The Rebels' one-point lead looked very slim indeed after halfback Don Key fumbled on the Ole Miss 40-yard line. The Dogs drove down to the Rebel 30 and called time out. Jim Farr was called upon to attempt the game-winning field goal with only 4 ticks left on the clock. Tommy Walls, the Rebels' all-conference linebacker, saved the game by driving in and blocking the field-goal attempt. The Bulldogs' comeback attempt had fallen short.

Have the student list the event that took place at each of the following critical points in the game on the lines accompanying each of the following:

1. 4 minutes had elapsed in the first quarter _____

_____

2. with 5:06 remaining in the first quarter _____

_____

3. with 1:34 left in the first quarter _____

4. as the second quarter began _____

5. with 10:06 remaining in the second quarter _____

6. with 1:09 left in the half _____

7. as the first half ended _____

8. following the second half kickoff _____

9. with 11:50 left in the third quarter _____

10. with 8:26 left to play in the game _____

11. with only 1:14 left in the game _____

12. with only 4 ticks left on the clock _____

Answers, page 180

Follow-Up Activity: Match each player name in Column 1 with the corresponding number in Column 2 that describes what each player did during the game.

COLUMN 1	COLUMN 2
_____ A. Bill Jones	1. caught a 6-yard pass for a Rebel touchdown
_____ B. Fred Brewer	2. blocked an attempted Mississippi State field goal
_____ C. Ken Matte	3. threw 2 touchdown passes for Mississippi
_____ D. Lynn Reeves	4. returned a kickoff 42 yards
_____ E. Alex King	5. intercepted a pass for Mississippi
_____ F. Burt Smith	6. kicked 3 PATs for the Bulldogs
_____ G. Tommy Walls	7. made a 29-yard touchdown run for Mississippi State
_____ H. Calvin Mills	8. threw 2 touchdown passes for the Bulldogs
_____ I. Jim Farr	9. scored the first touchdown for Mississippi State
_____ J. Hector Garcia	10. returned a punt 63 yards for the last Rebel touchdown

Answers, page 180

Howard's Corner: Cosellisms

Sport: Football

Purpose: To develop a student's vocabulary by introducing extensive and technical terms related to a particular sport or game.

Materials: Pencils, paper, and an assortment of sentences taken from Howard Cosell's commentary during the television broadcasts of "Monday Night Football"

Discussion: Howard Cosell, as well as other sports broadcasters, uses a wide variety of words that relate to athletic performances and personalities. Frequently, this language is quite sophisticated and may be used successfully to expand youngsters' reading and writing vocabulary. Parents and teachers should tune in to the "Monday Night Football" show and listen very closely to what Howard Cosell has to say. Copy his statements on a piece of paper. These sentences will contain many very interesting terms—15 to 20 may be collected from each program.

Directions: Present the following Cosellisms to the student and have him/her read each. Then have the student write an interpretation in the space provided.

1. Larry Cole is a buttressing force. _____
   _____
2. Tom Landry's story has been beautifully chronicled many times.
   _____
3. D.D. Lewis made mincemeat of that would-be blocker. _____
   _____
4. No soap there! Hughes had him pegged from the beginning.
   _____
5. It was Danny White who scintillated the offense last Sunday.
   _____
6. Dick Vermeil's reputation precedes him. _____
   _____
7. Max Runager is averaging 42 yards per pop. _____
   _____

8. Walton has a beautiful overhand delivery. His accuracy is consummate. _____

_____

9. Fouts made that ill-advised throw. _____

_____

10. That was some exclusive footage of Tony Franklin! _____

_____

11. Frank caught them one-handed, staying perilously in-bounds.

_____

12. Dorsett, thus far, has not been a consequential factor! _____

_____

13. Hill initiated a discussion regarding the official's ancestry over on the sidelines. _____

_____

14. Wilkes is one whale of a ballplayer. _____

_____

15. Preston Pearson has been a perennial star for the Dallas Cowboys. _____

_____

Follow-Up Activity: Discuss each interpretation the student has provided for Howard's statements. Emphasize the underlined vocabulary in the preceding sentences. Then ask the student to substitute a word or phrase that has the same meaning (synonym). If the student has difficulty or fails to identify a synonym for a particular term, have the student consult a dictionary, thesaurus, or other reference book to help locate a similar word or expression. Ask him/her to record these in the spaces below:

1. buttressing _____
2. chronicled _____
3. mincemeat _____ would-be _____
4. no soap there! _____ pegged _____

5. scintillated _____
6. reputation _____ precedes _____
7. per pop _____
8. consummate _____
9. ill-advised _____
10. exclusive footage _____
11. perilously _____
12. consequential factor _____
13. initiated _____ ancestry _____
14. one whale _____
15. perennial _____

Sports Anaphora: 'Moore' Ways than One

Sport: Football

Purpose: To develop a student's vocabulary and comprehension by introducing anaphoric words and phrases (i.e., those terms that refer to a figure or subject but do not name him/her or it directly).

Materials: Pencil, paper, sports-related story

Discussion: Stories found in the sports section of the newspaper often describe athletes performing superhuman feats. This is especially true when one personality dominates a particular sports event. Parents and teachers can make good use of these sports articles to teach students the value of recognizing and using anaphoric expressions in their reading and writing activities. These words and phrases are used to vary and strengthen the description of people, objects, or events and appear frequently in sports journalism. Students should understand that, unless they recognize these expressions and are aware of their purposes, comprehending running text can be difficult or confusing. The following examples of anaphora, taken from the article following, should help students locate and underline some of these words and phrases:

1. Moore, the bruising fullback/linebacker/kicker . . . .
2. The lopsided victory was due in large part to the Longhorn dynamo.
3. The Texas tornado scored 4 touchdowns . . . .

Directions: Ask the student to read the following sports story and underline each anaphoric expression that describes the main character. Explain that authors frequently substitute words and phrases when describing the main character or event in a story in order to fortify the reader's impressions.

MOORE-LED 'HORNS CRUSH SOONERS 35–10

John Moore. A name that will long live, and one the University of Oklahoma football team would "Sooner" forget. Moore, the bruising fullback/linebacker/kicker for the Texas Longhorns, put on an awesome display of power and sheer determination that most of the 65,000 plus fans at the Cotton Bowl Saturday afternoon will always remember. The lopsided victory was due in large part to the Longhorn dynamo.

Moore, who hails from Dallas, gave many hometown fans plenty to cheer about. The Texas tornado scored 4 touchdowns, kicked 5 extra points, made 10 unassisted tackles, and intercepted 2

passes. All in one afternoon! The consensus All-American was truly a one-man wrecking crew against the Sooners.

In the first quarter, Moore exploded for 2 touchdowns on runs of 63 and 44 yards, respectively. He did not seem to lose any steam throughout the game. He was the spark plug for the Texas offense all afternoon. The 6'3", 235-pound powerhouse gained 245 yards in all.

Considering the Longhorns' total offense of 356 yards, one can see how important the "Moore Express" was to the Longhorn offense.

Not only did Moore dominate the scoring and rushing department, he turned in a spectacular defensive performance. The jack-of-all-trades continually punished the Oklahoma running backs with bone-jarring tackles. Time and time again the Sooner runners collided with the "stone wall." It must have been a bitter pill for them to swallow because this stone wall was also precisely the same person who was plowing through their vaunted defense throughout the game.

The Longhorn defense picked off 4 of Sooner quarterback Ron Davis' passes. Two of the 4 interceptions were by "you-know-who." In the third quarter, with the game still close at 14–7, Davis lofted a screen pass to running back Tim Wells. However, Wells never touched the ball. Moore streaked in front of Wells, tipped the ball up in the air, and caught it on the run. The thief then sped 55 yards to pay dirt. This play seemed to take the wind out of the Sooner sails.

However, Mr. Versatility was not through. Not by a long shot. In the fourth quarter, Moore picked up 104 yards on the ground. After Oklahoma's Frank McReynolds kicked a 36-yard field goal, leaving the score 21–10, Texas took over on their own 20-yard line. Then, 2 unsuccessful off-tackle dives netted no gain and Moore's number was called on a draw play. The Incredible Hulk broke 2 tackles at the line, ran over another would-be tackler at the 30, and galloped the remaining 70 yards for his third touchdown run of the day.

Following a Sooner fumble on their own 42, the Longhorns ate up 4 minutes of the clock on the way to their last score of the day. Moore picked up 24 of the final 42 yards. Texas coach Fred Roberts finally rested his superstar after the last touchdown drive. Undoubtedly, the Sooners heaved a collective sigh of relief. By this time, they had had "Moore" than enough of the main attraction of the day.

Answers, page 180

Follow-Up Activity # 1: Have the student write a brief interpretation of each term or phrase as it relates to John Moore.

1.

dynamo _____

_____

2. Texas tornado _____

3. one-man wrecking crew _____

4. spark plug _____

5. powerhouse _____

6. Moore express _____

7. jack-of-all-trades _____

8. a stone wall _____

9. you-know-who _____

10. thief _____

11. Mr. Versatility _____

12. Incredible Hulk _____

13. superstar _____

14. the main attraction _____

Follow-Up Activity #2: Using the following phrases as an example, ask the student to write substitute anaphoric expressions for the underlined words and expand the phrase into a complete sentence using the newly created terms.

> end caught pass—The sure-handed receiver grabbed the hastily thrown pass.

1. halfback gained 15 yards _____

2. lineman made a good block _____

3. kicker kicked field goal _____

4. safety intercepted pass _____

5. fullback picked up first down _____

6. quarterback threw touchdown pass _____

7. nose guard made tackle _____

8. kick-return specialist returned kick or a touchdown _____

9. tackle recovered fumble _____

10. quarterback leaped for touchdown _____

The Disappearance of Word Identification Difficulties

Sport: Golf

Purpose: To develop and expand youngsters' use of structural-analysis skills by introducing a rewriting activity on words found in a golf-related newspaper article.

Materials: Paper, pencils, dictionary, golf-related newspaper article

Discussion: Structural analysis is a process of recognizing words by identifying meaning units. The ability to find meaningful elements in a word will help the student analyze problem vocabulary. The student should be acquainted with the following forms that effect the meanings of words:

> Prefix—a meaningful element attached to the beginning of a word. re<u>request</u>
> Suffix—a meaningful element attached to the ending of a word. end<u>ing</u>
> Compound Word—2 or more words that combine to make another word. <u>toolbox</u>

Directions: Using the following newspaper article, ask the student to circle all words that contain a prefix, a suffix, or are a compound word (make sure the student scans the headline as well as the article). Allow approximately 10 minutes for this activity. Assist the student who has trouble locating and circling the designated terms.

Dallas' Hinkle blasts his way to win in long driving event

Staff Special to The News

DULUTH, Ga.—Lon Hinkle started his week at the PGA Championship with a boom and a boon Tuesday, out-hitting a select field of long-knockers to win the $10,000 first prize in the seventh annual Long Driving Championship at Atlanta Athletic Club.

The Dallas golfer became the first tour player to win this event with a blast of 338 yards, 6 inches—almost 40 yards beyond his average drive in tournament competition. In accepting the prize the 6-2, 230-pound Hinkle deadpanned:

"I didn't have the body to overpower it like these guys do. I had to depend on my knowledge of what makes the ball go farther and straighter. I'm still not in the same league but one thing I did have was more control than those fellows."

The field for the finals was composed of eight tour players and eight power specialists hoping for a big payday and a chance for national attention.

—*Sam Blair*

Answers, page 181

Follow-Up Activity #1: Have the student write as many words as s/he can think of in the spaces listed under each prefix listed below. A dictionary, thesaurus, or the "Key to 100,000 Words," which is on the next page, may aid the student.

PREFIX

pre	ob	ex	dis	mis
present	observe	exercise	dismantle	misread

trans	sub	re	de	in
transportation	subject	regard	defeat	insane

Key to 100,000 Words*

Prefix	Its Other Spellings	Its Meaning	Master Words	Root	Its Other Spellings	Its Meaning
1. DE-	--	Down or away	DETAIN	tain	ten, tin	Have, hold
2. INTER-	--	Between	INTERMITTENT	mitt	miss, mis, mit	Send
3. PRE-	--	Before	PRECEPT	cept	cap, capt ceiv, cip, ceit	Take or seize
4. OB-	oc, of, op	To, toward, against	OFFER	fer	lat, lay	Carry, Bear
5. IN-	il, im, ir	Into	INSIST	sist	sta	Stand, Endure
6. MONO-	--	One, alone	MONOGRAPH	graph	--	Write
7. EPI-	--	Over, upon, beside	EPILOGUE	log	ology	Speech, Science
8. AD-	a, ad, aq, al, an, ap, ar, as, at	To, towards	ASPECT	spect	spec, spi	Look,
9. UN- COM-	-- co, col, con, cor	Not With, together	UNCOMPLICATED	plic	play, plex, ploy, ply	Fold, Bend
10. NON- EX-	-- e, ef	Not Out, formerly	NONEXTENDED	tend	tens, tent	Stretch
11. RE- PRO-	-- --	Back, again Forward, in favor of	REPRODUCTION	duct	duc, duit	Lead, make, Shape
12. IN- DIS-	il, im, ir di, dif	Not, Apart from	INDISPOSED	pos	pound, pon, post	Put, Place
13. OVER- SUB-	-- suc, suf, suq, sup, sur, sus,	Above, Under	OVERSUFFICIENT	fic	fac, fact, fash, feat,	Make, do
14. MIS- TRANS-	-- tra, tran	Wrong(ly), Across, Beyond	MISTRANSCRIBE	scribe	scrip, scriv	Write

*Paul D. Leedy, *A Key to Better Reading*. (New York: McGraw-Hill, 1968), p. 19.

Follow-Up Activity #2: Have the student read the words in 2 lists below. Match each word in Column 2 with the appropriate word in Column 1 and discover the compound word that results. Write the compound word in the third column.

COLUMN 1	COLUMN 2	COMPOUND WORD
1. pass	A. self	_____
2. out	B. port	_____
3. my	C. fish	_____
4. over	D. age	_____
5. how	E. ever	_____
6. under	F. come	_____
7. some	G. wise	_____
8. air	H. line	_____
9. other	I. throw	_____
10. cod	J. time	_____

Answers, page 181

Sports Word Power

Sport: Golf

Purpose: To expand a student's vocabulary by introducing a variety of words used in the context of sentences related to sports; to improve a student's ability to use newly introduced words in sentences; to provide practice in using the dictionary.

Materials: Pencils, paper, sentences referring to golf, dictionary

Discussion: Parents and teachers can make good use of sports-related newspaper or magazine articles to expand a student's vocabulary. The ability to identify the meaning of new words and employ these in written expression is a distinguishing feature of good authorship. The ability to express one's self in written form by using precise or descriptive terms reflects the student's power to use words forcefully and effectively.

Directions: Ask the student to read each of the following 10 sentences, paying close attention to the underlined word, and to examine each of the 4 responses marked (a), (b), (c), or (d). Have him/her write the letter in the blank that corresponds to the correct meaning of the underlined word. After the 10 sentences are read and answers marked, have the student refer to the dictionary for the correct meaning of each underlined word and grade his/her own paper. Each correct answer equals 2 points. Use the following "vocabulary rating scale" to score this activity:

20–18 points—exceptional
16–14 points—excellent
12–10 points—good
8– 6 points—fair

1. _____ The U.S. Open was won by a relatively <u>obscure</u> Californian named Tom Jackson.
   (a) quite strange
   (b) professional
   (c) lacking showiness
   (d) easily understood

2. _____ The <u>methodical</u> manner in which Arnold Palmer cleared the sand traps and putted superbly thrilled the crowd at the Fair Oaks Country Club.
   (a) performed with order
   (b) characterized by rapid changeableness of mood
   (c) strict
   (d) characterized by stubbornness

3. _____ John Lee, winner of the British Open, shot a horrendous round on the back 9.
   (a) super
   (b) average
   (c) dreadful
   (d) exciting

4. _____ The old pro, Byron Nelson, took the first-round lead over a smattering of the senior professionals.
   (a) a large amount
   (b) relating to an active group
   (c) a small scattered number or amount
   (d) a courteous group

5. _____ The young professional mystically chose the right club all afternoon long.
   (a) regretfully
   (b) alertly
   (c) neither apparent to the senses nor obvious to the intelligence
   (d) seriously

6. _____ Jim Wells, leader of the Byron Nelson Classic, became impervious to the rainy weather on opening day.
   (a) lacking in respect
   (b) not capable of being affected or disturbed
   (c) having the nature of a habit
   (d) being in a hurry

7. _____ Jack Nicklaus' putting on the eighth and ninth holes was impeccable.
   (a) disastrous
   (b) average
   (c) below average
   (d) flawless

8. _____ The winner of the Colonial Tournament, Lee Trevino, abated all doubts as to his ability as a professional.
   (a) to enlarge
   (b) to put confidence in
   (c) to put an end to
   (d) to make an example of

9. _____ The European Tournament seemed to be blighted by American absences.
   (a) to cause something to be superior
   (b) to make aware
   (c) to subject to censorship
   (d) to cause to deteriorate

10. _____ The apprehensions which the first round leaders shared came true as the rookie pro, Jim Myers, shot an amazing 62.

(a) beliefs
(b) statements
(c) suspicions or fears
(d) habits

Answers, page 182

Follow-Up Activity: Have the student write original sentences using 5 words in the context of his/her favorite sport. See example below.

> BASEBALL
>
> obscure
>
> I had to obscure my eyes from the sun, and the ball fell untouched to the ground.

methodical _____

_____

horrendous _____

_____

impeccable _____

_____

apprehensions _____

_____

mystically _____

_____

Sportstalgia: Figuratively Speaking

Sport: Golf and Baseball

Purpose: To develop a student's comprehension by introducing a wide variety of colorful or figurative expressions found in a newspaper article related to golf and a follow-up activity pertaining to baseball; to point out the use of context clues; and improve a student's ability to use figurative expressions in his/her writing.

Materials: Pencils, paper, sports-related newspaper article

Discussion: Parents and teachers can make good use of sports-related newspaper or magazine articles to teach the student to recognize and use figurative expressions. The ability to use comparative or superlative descriptors effectively frequently marks the distinction between strong or weak writing. Mark Twain was fond of saying, "The difference between the right word and the almost right word is the difference between lightning and the lightning bug."

Directions: Using the following newspaper article, ask the student to survey the article and then circle or underline colorful words or expressions that may be unfamiliar. Allow approximately 5 minutes for this preview. If the student fails to identify some of these terms, assist him/her in locating and underlining these colorful descriptors. Then discuss these with the student, pointing out why the author chose to use these expressions. Help the student see how much more clear or powerful the writer's story is because of the use of figurative expressions, and show how authors frequently use context clues to define these terms. Finally, after discussing the figurative speech with the student, ask him/her to read the article and complete the exercises that follow. Following is a list of some figurative expressions used in the article:

1. a nostalgic look
2. working class hero
3. a one-man show
4. the enigmatic golfer
5. the majestic swing
6. a squatty, wise-cracking Mexican-American
7. the smart money
8. match play
9. no mean feat
10. head-to-head matches
11. a chatterbox
12. Super Mex
13. Lee's Fleas
14. public-links player
15. country-club set

16. an exaggerated open stance
17. low fades
18. a long-ball knocker
19. a memorable year
20. he shagged balls

/SPORTStalgia*

'68 U.S. Open win made Lee working class hero

SPORTStalgia is a nostalgic look at a week in sports history, a flashback to the events and people that made that week memorable. The authors are Russ Pate, a Dallas magazine editor and former Times Herald writer, and his brother, Ridge, an attorney in Waco. This week: June 12-18.

Through the first 36 holes, the 1968 U.S. Open at Rochester, N.Y., looked to be a one-man show.

Bert Yancey, the enigmatic golfer with the majestic swing, had himself and his game under control. His 135 total over the Oak Hills Country Club matched the midway record of Mike Souchak. When Yancey added a 70 on Saturday, his total of 205 set an Open record for three rounds.

But a funny thing happened on the way to the clubhouse. While Yancey played the incoming holes in one over par, a squatty, wise-cracking Mexican-American named Lee Trevino put together three birdies and finished a stroke back at 206.

When the final round began Sunday, June 16, the championship seemed to be a duel. Only Jack Nicklaus was given a chance to overtake the leaders, but at that, the defending champion was seven strokes off the lead in third place.

The smart money rode on Yancey, a tour veteran who frequently challenged in the major events. What the smart money hadn't learned yet was that beating Lee Trevino in what was essentially match play was no mean feat. Though he was a newcomer to the tour, Trevino for years had played head-to-head matches with some big bucks wagered on the outcome.

When the smoke cleared, Yancey had slumped to a 76, and the U.S. Open champion was Trevino, a 28-year-old Dallas native who grew up near Glen Lakes Country Club—where he shagged balls and caddied.

In tying Nicklaus' record Open score of 276, Trevino had become the first player ever to post four sub-70s in the Open. His scorecards read 69, 68, 69, 69.

With his win, the first of his PGA career, the tour gained a new star. A chatterbox, he joked endlessly with the spectators. He called himself "Super Mex" and his gallery became known as "Lee's Fleas." He had the whole package, the personality and the game, to rival the sport's top gate attractions.

In what was just his first full year on tour, Trevino became golf's working class hero. His success demonstrated that the public links player could compete with the country club set.

Trevino had spent a number of years as golf pro at Hardy Greenwood's par-three course and driving range on Lovers Lane, which recently was closed. There, he hustled bets by beating golfers, using only an empty, family-sized Dr Pepper bottle, taped so he could grip it to swing and putt.

He sharpened his game in the early '60s while working at the Horizon Hills Country Club outside of El Paso. Using an exaggerated open stance, Trevino hit low fades with precision. Not a long ball knocker, Trevino kept the ball in play and beat the competition with consistent ball-striking.

Trevino first gained national exposure when he finished fifth to Nicklaus in the 1967 U.S. Open at Baltusrol. A year later, the title was his.

In retrospect, 1968 was a memorable year for the PGA tour. At the Masters, Roberto de Vicenzo signed an incorrect scorecard and saw his title awarded to Bob Goalby. At the PGA in San Antonio, Julius Boros managed a one-stroke victory over Arnold Palmer, charging furiously to win the one major title that escaped him. That same year, Billy Casper became the first golfer to win more than $200,000 in a season.

With the author's permission, *Dallas Times Herald*

Answers, page 182

Have the student write a brief interpretation for the figurative expressions listed below:

1. a nostalgic look _____

_____

2. the enigmatic golfer _____

3. the majestic swing _____

4. a chatterbox _____

5. public links player _____

6. shagged balls _____

7. the smart money _____

8. working class hero _____

9. no mean feat _____

10. a long ball knocker _____

11. low fades _____

12. a memorable year _____

13. head-to-head matches _____

Follow-Up Activity: Have the student match the baseball-related figurative expression in Column 1 with its literal counterpart in Column 2. See example below.

> A. 1. He swung like a rusy gate.
>
> A. He completely missed the ball when he swung at it wildly.

COLUMN 1	COLUMN 2
A. He fanned 4 times	1. This player shows off in front of the crowd.
B. That team swept a twin bill.	2. The score was 0-0.
C. He only throws junk.	3. The batter hit a fly ball just beyond the infielder and in front of the outfielder.
D. The ace of their bullpen took over in the eighth.	4. He struck out 4 times.
E. There was nothing but goose eggs on the scoreboard.	5. The best relief pitcher began pitching in the eighth inning.
F. He's nothing but a showboat.	6. A team won both games of a double-header (2 games).
G. He uncorked a beanball.	7. The pitcher was taken out of the game.
H. She hit a round-tripper.	8. The pitcher throws a wide variety of pitches, rather than a fast ball.
I. The pitcher was sent to the showers.	9. The batter hit a home run.
J. She hit a texas leaguer.	10. The pitcher threw a ball that hit the batter in the head.

Answers, page 182

Concentration on Racquetball

Sport: Racquetball

Purpose: To improve a student's vocabulary and comprehension using reading material related to the sport of racquetball; to understand the basic terminology of the game and apply it in the visual memory game of "Concentration."

Materials: Written introduction to the sport of racquetball and a list of terms from the introduction (included in this activity), pen, paper, art paper or other colored paper, tape or tacks (optional), additional reading materials on the sport (optional)

Discussion: There is general agreement that a student's reading comprehension improves as his/her knowledge of vocabulary increases. Some specific terms related to a sport must be thoroughly understood before a student is able to read and understand anything about it. Written material related to the sport of racquetball can be used to broaden a student's vocabulary and strengthen his/her comprehension.

Directions: Have the student read the following story silently.

THE SPORT OF RACQUETBALL

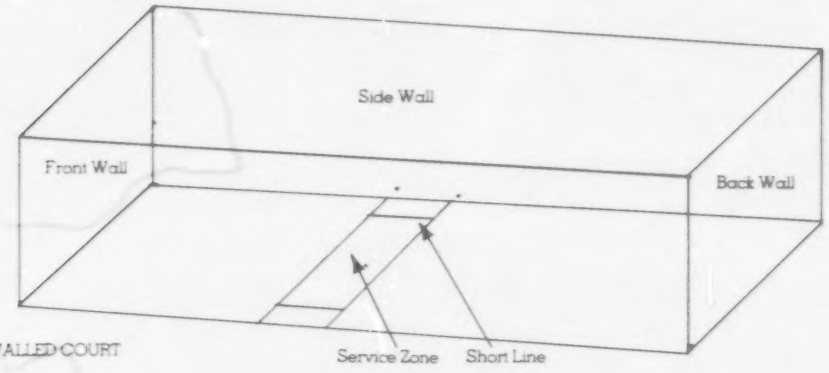
The "Father of Racquetball" is a man from Greenwich, Connecticut named Joe Sobek. Soon after he started playing paddleball, he decided that it would be more fun played with a racquet rather than a paddle. This happened in the early 1950s, so racquetball is a relatively new sport compared to baseball, which was standardized in 1845, football, which had its first collegiate game in 1869, and basketball, which was invented in 1891. The first amateur national competition for racquetball was held in St. Louis, Missouri, in 1969. For about the first 20 years of its existence, racquetball was called by such names as "paddle-racquets," "paddle-tennis," and "paddle-ball." The name of "racquetball" is still quite new.

Even though the game is new, it has become very popular. Over 6 million people now participate in this sport. It is attractive to many because it is the fastest racquet sport, with the ball possibly reaching the speed of 150 miles per hour. Another reason racquetball has become so popular is that it is easier to learn than most other racquet sports.

This sport can be played indoors or outdoors on a one-, 3-, or 4-walled court. On a 4-walled court, the game is actually played on 6 surfaces since the floor and ceiling can also be used. A game of singles is played between 2 players. A game of cutthroat involves 3 players, and a game of doubles is 4 players with 2 on

each team. The first player or team to have a score of 21 points wins the game. The team with the best 2 out of 3 games wins the match.

Only the server can score in racquetball. The server stands in the service zone and drops the ball to the floor, then hits it with the racquet. The object is to get the ball to the front wall, but the ball may hit one of the side walls on its way to the front wall. Failure to follow the rules for serving results in a loss of service and is called an "out serve." After the ball hits the front wall, it must hit the floor behind the "short line," which is at the back of the "service zone." The ball may hit one of the side walls while rebounding from the front wall to the point behind the "short line." An ace is a serve which completely eludes a receiver and results in a point for the server.



A FOUR-WALLED COURT

After the serve, the returner has to return the ball to the front wall without it hitting the floor; it may hit any combination of the walls or ceiling on its way to the front wall. If the returner cannot get the ball back to the front wall, the server gets the point. If the server cannot get the ball back to the front wall during a rally, the opponent wins the right to serve, but no point is scored. A rally takes place from the serve until a player or team cannot return the ball to the front wall. During a rally, there may be volley shots and half-volley shots. A volley shot is a hit while the ball is in mid-air before it bounces on the floor. A half-volley is a hit after the ball makes a bounce.

There are many kinds of shots that a racquetball player can learn, but 2 of the most important ones are kill shots and pass shots. A kill shot is a return (to the front wall) that is so low that it would be almost impossible for an opponent to be able to return it. A pass shot is a return (to the front wall) that is traveling so fast and hits so hard that it rebounds out of the opponent's reach.

Any interference of one player by an opponent during the game is called a hinder. Obstructing a player from making a shot, pushing or hitting an opponent, and a ball striking an opponent are all hinders. They may be classed as intentional or unintentional by the referee.

After the student has read the story, discuss the following terms related to racquetball. The terms are preceded by a single dot. Their corresponding definitions are preceded by 2 dots.

TERMS:	DEFINITIONS:
• cutthroat	•• 3 players
• match	•• best 2 of 3 games
• singles	•• 2 players
• ace	•• legal serve that eludes the receiver
• pass shot	•• fast and hard return out of opponent's reach
• interference	•• hinder or obstruct
• volley shot	•• hit while ball is in mid-air
• Joe Sobek	•• father of racquetball
• side wall	•• either side of the racquetball court
• front wall	•• the wall against which the server serves
• service zone	•• the zone in which the server stands to serve the ball
• kill shot	•• very low return
• doubles	•• four players
• out serve	•• illegal serve
• rally	•• continuous play after service
• game	•• 21 points
• half-volley shot	•• hit after ball makes a short bounce
• service	•• shot server makes against the front wall
• back wall	•• legal striking area at back of court
• short line	•• the back of the service zone
• racquet	•• webbed playing paddle

Using the terms and definitions above, prepare a "concentration game" by writing each term and definition on separate 3" × 5" white cards. Use a blank white 3" × 5" card to cover each term and definition. Mix or shuffle the cards containing the terms and definitions and cover each one. Number the blank cover cards from 1–42 and arrange these sequentially as shown below:

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	32	33	34	35
36	37	38	39	40	41	42

Start the game by asking the student to call out 2 numbers that appear on the board. If the 2 cards under the numbered cover cards contain both a term and a matching definition, the student scores a point. (The parent or teacher may act as an opponent in the game.) If the numbers called by the student do not match a term with its corresponding definition, the player forfeits his/her turn. As matches are made, the cards are removed from the board. When all the cards are cleared from the board, each player's score is tallied. The player with the highest score wins.

Use the idea of "serving" and "returning" from the game of racquetball to motivate a student's reading and comprehension in curricular areas, e.g., history or science. Individual opponents or teams may compete. The "serving team" serves a question from the text content being studied. If the opponents cannot answer the question in 2 attempts, the team which served the question scores a point and retains the right to continue serving. If the opponents answer the question correctly, this constitutes the serving team "losing the volley;" thus the right to serve goes over to the opponent. As in the actual game of racquetball, the first team to score 21 points wins.

Parents or teachers are also encouraged to find additional books, booklets, or articles pertaining to the sport of racquetball. The preceding activities can be used to create an interest for further reading. Parents and teachers should exercise caution to select materials which are appropriate for the reading skills of particular students. Based on their further reading, students may enjoy adding additional terms and expressions to the "racquetball concentration" game.

Skiing: Signs of the Time

Sport: Skiing

Purpose: To motivate students to read and to determine a student's literal or factual understanding after reading a particular article on skiing; to introduce international ski signs.

Materials: Material to be read (article, story, or book), 3" × 5" index cards, pen, colored pencils, copy of map showing U.S. skiing regions, dice

Discussion: On the ski slopes, an international system of signs alerts the skier to conditions ahead or facilities located in the area. This system of symbols can be used to make a reading comprehension game that is exciting for a student. Make a copy of the following U.S. map showing skiing regions.

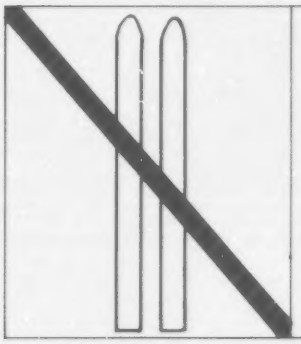
Directions: From 3" × 5" cards, make a small marker for each player. Each may be marked with the player's name or color-coded to make it easy to use with different players. Write literal or factual comprehension questions based on the student's reading assignments on 3" × 5" cards. Write the page where the answer may be found on the reverse side of the card. The following example of material and comprehension questions may be utilized:

THE SKIER'S COURTESY CODE

1. Ski under control.
2. When skiing downhill and overtaking another skier, avoid the skier below.
3. When meeting another skier in traversing the slope, pass to the right.
4. Do not stop where you will obstruct a trail or the loading or unloading area of lift, and do not stop where you cannot be seen from above.
5. When entering a trail or slope from a side or intersecting trail, check for approaching downhill skiers.
6. When standing, check for approaching downhill skiers before resuming run.
7. When walking or climbing in a ski area, wear skis and keep to the side of the trail or slope.
8. Wear ski-retaining devices.
9. Keep off closed trails and posted areas; observe traffic signs and other regulations of the area.

Samples of literal questions for the above material are: "What must a skier remember before stopping?" "Name 2 places skiers should not go." "What should a skier do when meeting another skier while crossing a slope?"

Then sketch the following symbols and instructions on additional 3" × 5" cards. Make 2 cards for each symbol and then shuffle these cards into the comprehension question card.

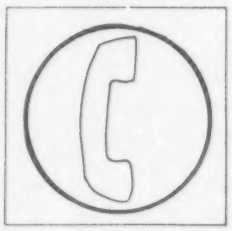


You're guilty!

Move back one region. If this is your first move, lose next turn.

Chair Lift

Take a free ride to the next region.



Emergency Telephone

Save this card!

It will entitle you to look in the book for one answer. For now, SIT TIGHT.

Warming Hut

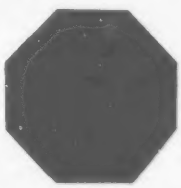
This gets you moving; move ahead one region.

Trails Merge

You must answer 2 questions correctly to move to the next region.

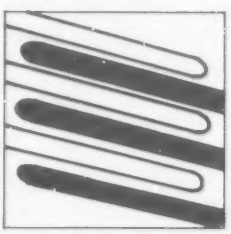
CLOSED

Too bad! Stay where you are this turn.



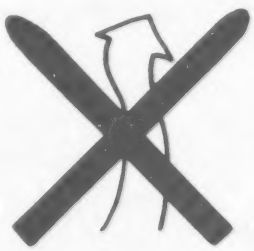
CLOSED
Avalanche Area

For safety, stay here for this turn.



Congested Area

Too many here! Read the next question card. The first player to call out the right answer moves ahead.



Trail closed

Sorry!

Stay stationary.

Before the game, the players roll dice, and the one with the lowest number plays first. The plays move in a clockwise rotation. To begin the game, each participant places his/her marker in the area of the map marked "Atlantic Ocean." (The individual player

may choose the exact location to place his/her marker.) Each player, in turn, draws a card from the pile which is face down. S/he may move to an adjacent region if a correct response is given. The object is to move from the Atlantic to the Pacific Coast and back. If a player draws one of the symbol cards, s/he is to follow the directions on that card. In the case of the symbol cards for "congested area" and "trails merge," the player must draw additional cards until another question card appears. After each card is drawn, it should be placed face down again at the bottom of the stack. The first player to "ski cross-country and back" wins the game.

Follow-Up Activity: Assign several students to read an article, story, or book. (One such article follows.) Tell each student to write a specified number of questions about the story on index cards. Have him/her put the page number on the back of the card where the answer is found if the reading includes more than one page. The symbol cards from the previous activity may be used again. The students will enjoy contributing to this activity and will learn to be aware of factual information in reading at the same time.

MEN IN GREEN PARKAS

Winter sports can be stimulating and healthful—and they can be dangerous. To insure the safety of the winter visitor, Forest Service Snow Rangers are on duty at many of the heavily used ski areas. These men in green parkas and black ski pants work closely with ski area operators, ski schools, and ski patrols.

Usually the Snow Ranger is among the first to ride the lift, checking the loading point, the landing platform, and the unloading ramp. He notes the safety devices on the lifts: the brakes that prevent backrolling when the chair stops for any reason, the automatic cutoff at the top of the rope tow to prevent the skier from tangling with the motor. He makes sure a ski patrol is on duty, and sometimes serves on the patrol during his nonwork days. And he is constantly on the alert for dangerous snow buildup.

Snow avalanche control in the United States started in 1937 at Alta, Utah. This community, once famed as a brawling mining camp, had become even more famous to skiers because of its location in Little Cottonwood Canyon in the Wasatch National Forest. Here was a valley of exciting ski terrain that for 6 months each year was covered with dry powder snow—the skier's dream. But here also was a valley with a devastating avalanche record. Alta had been nearly obliterated in 1874 when a tremendous snowslide killed more than 60 people. In the next 35 years, 67 others met the white death.

Development of Alta as a ski resort was contingent on taming the avalanche; so the Forest Service set out to do it. Snow Rangers studied the terrain, measured snow depths, and charted winds. They watched where and how the snow built to avalanche proportions, and they found ways to precipitate slides. They learned to ski them down by crossing high up on steep slopes until they triggered a slide, to shoot them down with recoilless rifles loaned by the Army or the National Guard, and to blast with handplaced explosives.

Latest development is the avalauncher—a projectile propelled by compressed air, with a delayed fuse which lights automatically so that the can of explosives goes off after it hits the snow. Simple and surefire, the avalauncher is used not only by Snow Rangers but also by ski area operators.

Today, avalanches manmade to order mean safe skiing.

The Lexicon Helps Us Learn

Sport: Tennis

Purpose: To develop a student's vocabulary and dictionary-study skills by introducing a variety of words taken from a sports-related newspaper article; to acquaint students with the proper use of guide words in the dictionary.

Materials: Pencils, paper, sports-related newspaper article, dictionary

Discussion: Albert J. Nock (1987–1945) said, "As sheer casual reading-matter, I still find the English dictionary the most interesting book in our language." Readiness for dictionary usage is developed in the primary grades and should be reinforced throughout all grade levels. Its potential to increase one's reading vocabulary and the comprehension of a word selection is immeasurable. Because it is another study technique that will help students become independent in word learning, parents and teachers can make using the dictionary both productive and stimulating for students by using a newspaper article related to a particular sport or game.

Directions: Present the following list of words to the student. Then have the student circle or underline these terms as they appear in the following article. Allow approximately 5 minutes for this exercise. Then find the definitions in a dictionary for the most troublesome words in the list. Be sure to explain how the guide words listed on the pages of the dictionary aid the user in locating words.

1. debut
2. antagonists
3. stoical
4. establishment
5. rebellious
6. sensational
7. brawl
8. histrionics
9. volatile
10. stature
11. reign
12. fabled
13. hostile
14. phenomenal
15. seeded
16. immaterial
17. native
18. unbreakable
19. titanic
20. elimination
21. legend
22. strikingly
23. bookmakers
24. rivalry
25. classical
26. emotions
27. sobriquets
28. ranted
29. incensed
30. steely

Follow-Up Activity # 1: Have the student read the following sentences. Using the guide words to locate each term in the dictionary, find definitions that fit the meanings of the underlined words in the following sentences and write them in the spaces provided.

1. Later, <u>emotions</u> were carried to the interview room where McEnroe refused to answer questions about his private life.

_____

_____

2. McEnroe won the first meeting between the 2 in Borg's native Stockholm in the Stockholm Open in 1978. _____

3. Borg will be seeking to extend one of the most phenomenal winning streaks in sports. _____

4. The bearded Swede holds a 7-5 edge over his younger rival including a titanic 5-set struggle in the Wimbledon final a year ago. _____

5. It was a stirring backcourt slugging match that saw both antagonists at their highest peak. _____

6. Borg's unbreakable will finally prevailed, as it has so often in the past. _____

7. Borg, 25, already has become a legend at Wimbledon. _____

8. Sweden's steely Bjorn Borg is an odds-on 4-7 favorite to take his sixth straight Wimbledon singles title. _____

9. McEnroe has inherited sobriquets such as "Superbrat" and "Mac the Strife" from the British press. _____

10. America's rebellious John McEnroe will try to take the men's singles title away from Bjorn Borg. _____

11. The score, 7-6, 6-4, 7-5, wasn't important to the histrionics, which seemed to offend Lady Diana Spencer. _____

12. Of strikingly opposite personalities and styles, the 2 players are rated the best in the world. _____

13. McEnroe made a sensational debut at Wimbledon when he was 18-years-old. _____

_____

14. It is a classical renewal of a 3-year-old rivalry matching the 2 best players in the world. _____

_____

15. A winning bet of 7 pounds on the stoical Scandinavian would return only 4. _____

_____

Answers, page 182

Bjorn favorite to extend reign at Wimbledon

From Wire Reports

WIMBLEDON, England—London's legal bookmakers made Sweden's steely Bjorn Borg an odds-on 4-7 favorite to take his sixth straight Wimbledon men's singles tennis title Saturday against America's rebellious John McEnroe.

A winning bet of 7 pounds (or dollars) on the stoical Scandinavian would return only 4. At 11-8, McEnroe would return backers 3 pounds more than they bet, should he bring Borg's long reign to an end.

It is a classical renewal of a 3-year-old rivalry matching the two best players in the world and two men of strikingly opposite personalities and styles.

Borg will be seeking to extend one of the most phenomenal winning streaks in sports—41 consecutive match victories, most of them on Wimbledon's fabled Centre Court.

McEnroe won the first meeting between the two in Borg's native Stockholm in the Stockholm Open in 1978, and also the last in late March in Milan, Italy.

However, the long-haired, bearded Swede holds a 7-5 edge over his younger rival, including a titanic 5-set struggle in the Wimbledon final a year ago that included a tense 34-point tiebreaker in the fourth set and six match points against McEnroe before Borg could safely store the title away.

McEnroe needed five less-furious sets to beat Borg for his second straight U.S. Open title at Flushing Meadow. Borg has never won the American crown.

Borg, 25, already has become a legend at Wimbledon, and he added to his stature with a dramatic come-from-behind triumph over America's bulldog-tough Jimmy Connors in Thursday's semifinals, finally winning 0-6, 4-6, 6-3, 6-0, 6-4.

It was a stirring backcourt slugging match that saw both antagonists at their highest peak. Borg's unbreakable will finally prevailed, as it has so often in the past.

McEnroe, 22, whose route to the finals was softened by elimination of the other seeded players in his half of the draw, defeated Australia's hard-hitting Rod Frawley, ranked 112th in the world, in a match that produced 13 protests on the part of the volatile American, a warning and a penalty.

He came close to risking disqualification as he yelled and ranted after objecting to line calls and once bellowed, "You are a disgrace to mankind." McEnroe insisted he was talking to himself. The umpire and referee failed to see it that way.

The score, 7-6, 6-4, 7-5, was immaterial to the histrionics, which seemed to offend Lady Diana Spencer, the future queen of England, who watched from the Royal Box.

Later, emotions were carried to the interview room where McEnroe, incensed over questions about his private life, walked out in a huff while newsmen got into a lively pushing and shoving brawl.

McEnroe, who has inherited sobriquets such as "Superbrat" and "Mac the Strife" from a hostile British press, has carried on a personal war with the Wimbledon establishment and the media since he made a sensational debut here.

Dallas Morning News (July 4, 1981)

Follow-Up Activity #2: Match the words in Column 1 with the dictionary guide words in Column 2. See example below.

tense	tendril/terminus

COLUMN 1	COLUMN 2
A. stature	1. f,F/factotum
B. ranted	2. ill-use/immigrant
C. establishment	3. bond/boom
D. hostile	4. electroscope/elixir
E. debut	5. horseflesh/hound
F. seeded	6. stars and stripes/staves
G. fabled	7. rally/rape
H. classical	8. branch/breadbasket
I. elimination	9. Regina/reject
J. bookmakers	10. dean/deceit
K. immaterial	11. Esperanto/eternal
L. volatile	12. clangor/clean
M. incensed	13. section/segregate
N. reign	14. incantation/income
O. brawl	15. vocal/volumetric

Answers, page 183

Answers to High School Section

It's Only Fitting—Word Comparisons

1. coat
2. racket
3. quarterback
4. jogging
5. golf ball
6. Tony Doresett
7. touchdown
8. motorcycle

Sports Editor

Billy Sims: I'm Not Crazy about Football

Billy Sims' philosophy on football: "I look at football as something I like to do, but I'm not the guy who's gung-ho crazy, eats, drinks, sleeps football. I have never been that way: never have. My biggest sport is basketball." Wait a minute. Didn't Billy Sims play football in Texas and Oklahoma, 2 states where football is religion? Wasn't he the All-American, Heisman Trophy Winner, and NFL Rookie of the Year with the Detroit Lions? Somehow, despite his football life and success, Sims has remained a football agnostic.

Follow-Up Activity

Ron Guidry, the 31-year-old lefthander, who compiled an 11–5 record and 2.76 ERA in '81, was selected by 17 teams, with Yankee owner George "Moneybags" Steinbrenner also retaining his negotiating rights. This will be a war of open wallets. Houston and Cincinnati seem sincerely determined to land Guidry, because he was the only player each team drafted Friday. Atlanta, the White Sox, and Philadelphia also figure to join the fierce bidding. A few words from John Schneider, Jr., Guidry's agent: "We are not going to be unreasonable. We are going to have a price tag for each of 18 ballclubs, based on what they can reasonably offer to pay." Sounds fair enough to give the Rangers a shot. A few more words from Schneider: "We're looking for a 5-year, no-trade, no-cut contract in excess of $1 million per year. We're flexible on the payoff scale." Oops, there go the Rangers' chances. "Immensely talented," Robinson said. "That's why I put my name on him." But Robinson won't get close to Guidry's signature.

Sports Hope or Sports Dope

Schembechler rejects A&M

ANN ARBOR, Mich. (AP)—Michigan football Coach Bo Schembechler on Friday turned down a 10-year, $2.25-million offer to become the new athletic director and football coach at Texas A&M.

Schembechler said his loyalty to Michigan built up over his 13-year career finally made him decide to remain as Wolverines coach.

"I'm very happy. I love it here," he told reporters who had assembled since noon waiting his decision. "I'd have had a tough time telling my players I was running out on them. Michigan has some fantastic people. We'll have some problems down the road, but we'll be alright."

Schembechler, 52, the dean of Big 10 coaches, has compiled a 123-24-3 record in 13 seasons at Michigan. He was named college Coach of the Year in 1969 and Big 10 Coach of the Year in 1972 and 1980.

"I do feel I have 10 more real productive years and I have a lot I want to accomplish," he said.

A&M Board of Regents Chairman H.R. "Bum" Bright said Thursday that Schembechler had been offered the job to replace Marvin Tate, who resigned in September. Schembechler confirmed that he also had been offered the coaching position, even though the current A&M Coach Tom Wilson had had his contract extended last month for another season.

The Houston Post had reported that Wilson would be fired and his contract paid off. Wilson said Friday that he would not resign to allow Schembechler to take a dual position.

"It's obvious they're trying to bring in a new head coach," Wilson told the newspaper Friday after he met with A&M President Frank Vandiver. "Obviously Bum Bright doesn't want me to say."

Schembechler indicated that Michigan Athletic Director Don Canham offered him a substantial raise, but he didn't elaborate. Schembechler earned $60,030 in 1981 as football coach, but was believed to have made more than $100,000 overall for the year from related interests such as a weekly television show.

"I'm not in too bad shape, so don't anybody worry about me not being rich," said Schembechler.

Follow-Up Activity

Pentathlon champ admits taking drugs

SAN ANTONIO, Texas (AP)—A former national pentathlon champion says he used tranquilizers twice during international competition in Europe.

Orben Greenwald, 33, a former Army officer now living in New Braunfels, Texas, told the Dallas Times-Herald that he violated military and athletic rules by taking Valium and Enderol during European Cup competition in 1975 and 1979.

Greenwald was a three-time All-American swimmer, world military pentathlon champion in 1973 and national pentathlon champion in 1975.

The pentathlon, involving both military and civilian athletes, is an Olympic competition involving horsemanship, fencing, swimming, running and marksmanship.

Greenwald said he took the tranquilizers, which cut down the flow of adrenalin in the body and keep the hands steady, to improve his pistol shooting scores.

But he said the drugs made him feel guilty and did not improve his performance.

"I didn't feel right," Greenwald said. "I know I'd always wonder, 'Did I win it, or did this other junk win it?' "

Greenwald also said he worried that Enderol, which can cause an irregular heartbeat, could be dangerous in the 5,000-meter cross country run.

Greenwald said he decided not to take the drugs during Olympic trials or events in 1976 and in 1980 preliminaries.

Greenwald said he took the drugs in the European Cup on the advice of Army officials directing the Modern Pentathlon training.

In sworn testimony given Army investigators two years ago, trainer James Griffin of the Fort Sam Houston pentathlon training center said Greenwald and three other athletes told him they had taken tranquilizers.

A transcript of the testimony was recently obtained in a Freedom of Information Act request by Robert Marbut of San Antonio. Marbut, a former civilian competitor, said pressure in the pentathlon was especially strong on older athletes and those weak in marksmanship, the newspaper said.

Sports Jeopardy

GUIDE TO QUESTION AND ANSWER LIST #1:

1. A. Tom Landry
   Q. Who is the head coach of the Dallas Cowboys?

2. A. Super Bowl
   Q. What is the game that decides the National Football League (NFL) championship?

3. A. Dallas, Philadelphia, Washington, New York Giants, St. Louis
   Q. What teams are in the Eastern Division of the National Football Conference of the NFL?

4. A. Roger Staubuch
   Q. Who is the all-time leading passer in the NFL?

5. A. Anaheim Stadium
   Q. Where do the Los Angeles Rams play their home games?

6. A. Pete Rozelle
   Q. Who is the commissioner of the NFL?

7. A. Kareem Abdul-Jabbar
   Q. Who was the most valuable player in the National Basketball Association (NBA) in 1980?

8. A. San Antonio Spurs
   Q. What is an NBA franchise in Texas?

9. A. Pacific Division of the Western Conference in the NBA
   Q. What division and conference contain Los Angeles, Phoenix, San Diego, Seattle, Portland, and Golden State?

10. A. Larry O'Brien
    Q. Who is the commissioner of the NBA?

BEST COPY AVAILABLE

11. A. Stanley Cup Playoffs
    Q. What is the championship series of games between the 2 finalists in the National Hockey League (NHL)?

12. A. North Stars
    Q. What is the nickname of Minnesota's team in the NHL?

13. A. John McEnroe
    Q. Who was the winner of the 1980 singles men division of the U.S. Tennis Championship?

14. A. Tracy Austin
    Q. Who was the teenage girl who won the 1979 singles women division of the U.S. Tennis Championship?

15. A. Bjorn Born
    Q. Who has won the Wimbledon Tennis Championship 5 times?

16. A. Sugar Ray Leonard
    Q. Who was the fighter of the year in 1979 as selected by *Ring Magazine*?

17. A. Kentucky Derby, Preakness Stakes, and Belmont Stakes
    Q. What 3 horse races make the Triple Crown?

18. A. Affirmed
    Q. What horse won the "Triple Crown" in 1978?

19. A. 26 miles
    Q. How many miles are in the Boston Marathon?

20. A. NCAA—National Collegiate Athletic Association
    Q. What association governs over all college sports?

21. A. Jack Nicklaus
    Q. Who has won more major Professional Golf Association (PGA) Championships than any other person?

22. A. Cosmos
    Q. Who won the Championship Bowl of the North American Soccer League in 1980?

23. A. Sounders
    Q. What is the nickname of the Seattle team of the North American Soccer League (NASL)?

24. A. Most valuable player in 1980 in the North American Soccer League
    Q. What award did Roger Davies win?

25. A. Commissioner of Major League Baseball
    Q. Who is Bowie Kuhn?

GUIDE TO QUESTION AND ANSWER LIST #2:

1. A. National League and American League
   Q. What are the 2 different leagues in professional baseball?

2. A. New York Yankees
   Q. What baseball team has been in the most World Series?

3. A. American League
   Q. Which league has won the title the most times in the World Series?

4. A. George Brett
   Q. Who was the American League Batting Champion in 1980?

5. A. Kansas City
   Q. What is the hometown of the American League Royals?

6. A. Dick Howser
   Q. Who is the manager of the Kansas City baseball team?

7. A. Henry Aaron
   Q. Who holds the record for the most home runs in baseball?

8. A. Babe Ruth
   Q. Whose record did Hank Aaron have to break to gain the record for most home runs?

9. A. Orioles
   Q. What is the nickname of the Baltimore baseball club?

10. A. Astrodome
    Q. Where does the Houston Astro baseball team play their home games?

11. A. Los Angeles Dodgers
    Q. Who were the 1981 World Series Champions?

12. A. Cincinnati
    Q. What baseball team has the nickname "Reds?"

13. A. California Angels
    Q. Whose principal owner is Gene Autry?

14. A. Cy Young
    Q. Who holds the Major League record for career victories?

15. A. Cooperstown, New York
    Q. Where is the National Baseball Hall of Fame located?

16. A. Lee Elyia
    Q. Who is the manager of the Chicago Cubs baseball team?

17. A. Baseball
    Q. What sport is considered our national pastime?

18. A. Canton, Ohio
    Q. Where is the Pro Football Hall of Fame located?

19. A. Browns
    Q. What is the name of the Cleveland pro football team?

20. A. Rose Bowl, Pasadena
    Q. Where is the "Grandaddy" of all college football bowl games played?

21. A. Busch Memorial Stadium
    Q. Where does the St. Louis Cardinal football team play their home games?

22. A. Los Angeles Lakers
    Q. What NBA team plays its home games in the Forum in Inglewood, California?

23. A. Trojans
    Q. What is the name of the University of Southern California's athletic teams?

24. A. Detroit
    Q. In what city do the Pistons, Lions, Tigers, and Red Wings play?

25. A. Canada
    Q. In what country did the National Hockey League have its beginning?

Sport's Snorts

Noting '81 quotes—for better or worse

NEW YORK (UPI)—The best and the worst of what they said in sports in 1981:

Chuck Nevitt, a reserve player on North Carolina State's basketball team, apologized to the coach for being nervous during a practice session.

"My sister is expecting a baby," he explained, "and I don't know if I'm going to be an aunt or an uncle."

Stan Musial chuckled at a story former Brooklyn Dodger pitcher Clem Labine tried to circulate that during one stretch of their careers he had retired the St. Louis Cardinals' seven-time National League batting champion 49 times in succession.

"That's not right," said Musial. "But let me tell you this. Clem Labine was a mighty tough pitcher. I don't think my lifetime batting average against him was higher than .295."

Golfer Lee Trevino lamented on how fame is fleeting.

"A woman had me autograph a $5 bill and told me she would keep it the rest of her life," he said. "A half-hour later, I bought some drinks with a $20 bill and when the change came back the $5 bill was in it."

Referee Tommy Bell was sympathetic when former tight end Fred Arbanas of the Kansas City Chiefs had his glass eye pop out during a game.

"What would you do if such a thing ever happened to your good eye?" asked Bell.

"I'd become a football referee," replied Arbanas.

Martina Navratilova noted one of the distressing problems of the tennis circuit with the comment, "In Czechoslovakia, there is no such thing as freedom of the press . . . in the United States, there is no such thing as freedom from the press."

Norm Van Brocklin, former NFL star quarterback and no special friend of the press either, was even more caustic than Dame Martina.

"When I had a brain transplant a couple of years ago, I made sure I got a sports writer's brain so I would be sure I had one that hadn't been used."

Marvin Miller, executive director of the Major League Players Association, wasn't the least perturbed when informed of an edict issued by the players by Commissioner Bowie Kuhn during the baseball strike.

"If you think you're God, you act like God," he said.

Florida State football coach Bobby Bowden agreed that linebacker Reggie Herring didn't know the meaning of fear.

"If you look at his grades," he added, "you'll realize he doesn't know the meaning of many words."

Manager Bob Lemon of the New York Yankees was asked if he was scared when Don Money hit a long drive in the eighth inning of the fifth game in the American League playoff series with the Milwaukee Brewers.

"Only the laundryman will know how scared I was," said Lemon.

Washington State basketball coach George Raveling confided that he knew in advance the subject of a TV show, "That's Incredible."

"They shot 12 Southern California football players attending class at the same time," he advised.

An anonymous fan summed up the whole frustrating season during the long baseball strike.

"All this never would have happened," he said, "if Bowie Kuhn were alive."

Satire

Satire

Satire

Irony

Irony

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Tom's Sports Swifties

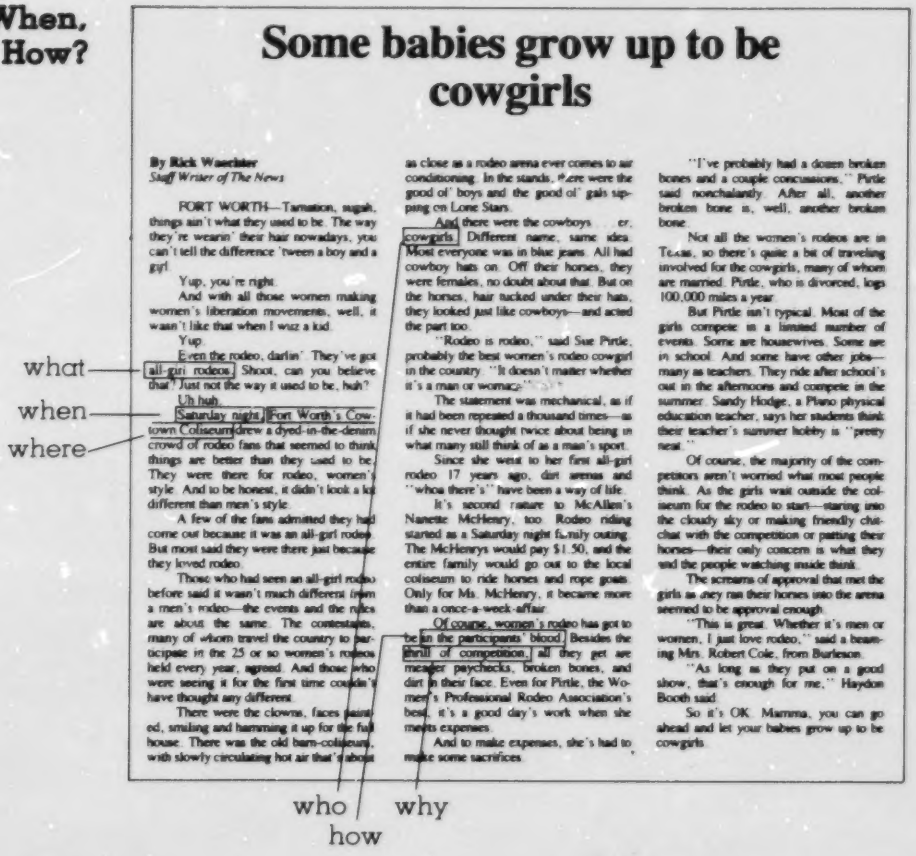
1. bash—party
2. tantalize—feast
3. tort—pastry
4. theory—Einstein
5. sum—statistician
6. flip—trampoline
7. arm—Army
8. conclude—Waterloo
9. flinch—tic
10. puck—hockey
11. habit—nun
12. ruth—Bambino (Babe)
13. brave—Indian
14. sage—brush
15. fumes—muffler
16. rapids—canoeing
17. dismantle—retire
18. benevolent—Florence Nightingale
19. fleet—exodus
20. grim—Grimm's Fairy Tales

Follow-Up Activity

Answers will vary. Accept any synonym of a particular word.

1. unabashedly—openly
2. tantalized—tempted
3. retorted—replied
4. theorized—conjectured
5. summed—added
6. flippantly—glibly
7. disarmingly—removing hostility
8. concluded—finished
9. flinchingly—jerkingly
10. puckishly—mischievously
11. habitually—repeatedly
12. ruthlessly—mercilessly
13. bravely—fearlessly
14. sagely—wisely
15. fumed—angry
16. rapidly—very fast
17. dismantled—taken apart
18. benevolently—kindly
19. fleetingly—swiftly
20. grimly—gloomily

Who Did What, When, Where, Why, and How?



Some babies grow up to be cowgirls

By Rick Waechter
Staff Writer of The News

FORT WORTH—Tarnation, sugah, things ain't what they used to be. The way they're wearin' their hair nowadays, you can't tell the difference 'tween a boy and a girl.

Yup, you're right.

And with all those women making women's liberation movements, well, it wasn't like that when I wuz a kid.

Yup.

Even the rodeo, darlin'. They've got all-girl rodeos. Shoot, can you believe that? Just not the way it used to be, huh?

Uh huh.

Saturday night, Fort Worth's Cowtown Coliseum drew a dyed-in-the-denim crowd of rodeo fans that seemed to think things are better than they used to be. They were there for rodeo, women's style. And to be honest, it didn't look a lot different than men's style.

A few of the fans admitted they had come out because it was an all-girl rodeo. But most said they were there just because they loved rodeo.

Those who had seen an all-girl rodeo before said it wasn't much different from a men's rodeo—the events and the rules are about the same. The contestants, many of whom travel the country to participate in the 25 or so women's rodeos held every year, agreed. And those who were seeing it for the first time couldn't have thought any different.

There were the clowns, faces painted, smiling and humming it up for the full house. There was the old barn-coliseum, with slowly circulating hot air that's about as close as a rodeo arena ever comes to air conditioning. In the stands, there were the good ol' boys and the good ol' gals sipping on Lone Stars.

And there were the cowboys . . . er, cowgirls. Different name, same idea. Most everyone was in blue jeans. All had cowboy hats on. Off their horses, they were females, no doubt about that. But on the horses, hair tucked under their hats, they looked just like cowboys—and acted the part too.

"Rodeo is rodeo," said Sue Pirtle, probably the best women's rodeo cowgirl in the country. "It doesn't matter whether it's a man or woman."

The statement was mechanical, as if it had been repeated a thousand times—as if she never thought twice about being in what many still think of as a man's sport.

Since she went to her first all-girl rodeo 17 years ago, dirt arenas and "whoa there's" have been a way of life.

It's second nature to McAllen's Nanette McHenry, too. Rodeo riding started as a Saturday night family outing. The McHenrys would pay $1.50, and the entire family would go out to the local coliseum to ride horses and rope goats. Only for Ms. McHenry, it became more than a once-a-week-affair.

Of course, women's rodeo has got to be in the participants' blood. Besides the thrill of competition, all they get are meager paychecks, broken bones, and dirt in their face. Even for Pirtle, the Women's Professional Rodeo Association's best, it's a good day's work when she meets expenses.

And to make expenses, she's had to make some sacrifices.

"I've probably had a dozen broken bones and a couple concussions," Pirtle said nonchalantly. After all, another broken bone is, well, another broken bone.

Not all the women's rodeos are in Texas, so there's quite a bit of traveling involved for the cowgirls, many of whom are married. Pirtle, who is divorced, logs 100,000 miles a year.

But Pirtle isn't typical. Most of the girls compete in a limited number of events. Some are housewives. Some are in school. And some have other jobs—many as teachers. They ride after school's out in the afternoons and compete in the summer. Sandy Hodge, a Plano physical education teacher, says her students think their teacher's summer hobby is "pretty neat."

Of course, the majority of the competitors aren't worried what most people think. As the girls wait outside the coliseum for the rodeo to start—staring into the cloudy sky or making friendly chit-chat with the competition or patting their horses—their only concern is what they and the people watching inside think.

The screams of approval that met the girls as they ran their horses into the arena seemed to be approval enough.

"This is great. Whether it's men or women, I just love rodeo," said a beaming Mrs. Robert Cole, from Burleson.

"As long as they put on a good show, that's enough for me," Haydon Booth said.

So it's OK. Mamma, you can go ahead and let your babies grow up to be cowgirls.

what
when
where
who
why
how

Designated Wit

RANGER'S DARWIN HANDCUFFS YANKS

Danny Darwin became a Texas superhero as he mowed down the New York Yankees 8–0 last night with a brilliant 2-hitter. Darwin, pitching as if he were possessed, limited the mighty Yankee sluggers to 2 singles. Quoted Yankee superstar Reggie Jackson after the game, "Man, facing that guy is like kissing your mother-in-law. You just don't want to do it. He really had his cannon loaded tonight."

Truer words were never spoken. Numerous Yankees only seemed to see the smoke from Darwin's "cannon" as he struck out 14, all swinging.

Meanwhile, the Ranger bats became a mighty arsenal as they pounded 4 New York hurlers for 13 hits. The Ranger hitters acted like they were taking batting practice. The offensive fireworks began early as Texas took a 4–0 lead in the first inning.

With Darwin steadily forcing the Yankee sluggers to swing like rusty gates, Texas kept pouring on the runs.

Buddy Bell's grand-slam home run in the fifth doubled the Rangers' total scoring output. The ball soared over the left-field wall like a guided missile.

The round-tripper had a solemn effect on the crowd. They seemed to look upon the home run as if it were the end of the world.

Darwin, who entered the game with a mediocre 5–5 record, played the role of David against the Yankee Goliaths. Throughout the game, Darwin was like a nagging headache to the Yankee sluggers. They just could not get rid of him or find the right cure for his blazing fastball.

Fans Run Hot and Cold

Follow-Up Activity #1

The sentences written by the students will vary. Make sure the pupils use complete sentences.

Follow-Up Activity #2

WORD MEANINGS AS USED IN SENTENCES:

1. wind—to turn in a clockwise or counterclockwise direction in circular motions
2. crowd—to push; shove
3. spring—an attachment to a door to keep the door closed tightly
4. ball—a gala event; a celebration
5. charm—a locket or other small piece of jewelry that hangs from a bracelet or anklet
6. veterans—men and women who have served in the military
7. season—a method of flavoring food before or during cooking
8. minor—a person who is not of legal age
9. struck—had made and/or ratified the terms of a bargain
10. perfect—to make perfect, without a flaw
11. rose—a woody shrub that bears flowers
12. major—a ranking officer in military service
13. couple—to join together
14. suspend—to hang an object without it touching any other object

BEST COPY AVAILABLE

What the Game Is All About

For one perfect evening last week the old mill town of Pawtucket, R.I., became the center of the baseball world. Warmed by a bright orange sunset, nearly 6,000 fans packed the grandstand of venerable McCoy Stadium and more than 100 journalists interviewed anything that talked. It was only a minor-league game between the Rochester Red Wings and the Pawtucket Red Sox, but history was in the making: it was the longest game in the annals of professional baseball. It had begun on the evening of April 18, had consumed 32 innings over 8 hours and 7 minutes, and had been suspended at 4:07 a.m.—to protect the glassy-eyed players from potential injury—as the Easter Sunday sun rose. Before the game resumed last week, Pawtucket manager Joe Morgan, a soon-it-all veteran of fifteen seasons as a minor-league manager, explained quite simply why everyone was so excited. Baseball, he said, "is God's game."

Perhaps only the Deity—and the loyalty of baseball fans—will save the game from the greed and stubbornness of major-league players and owners. A couple of hundred miles away, in a midtown Manhattan hotel suite, the kings of the sport quibbled over megabucks and free-agent compensation while their strike passed its second week. But it was more fun in Pawtucket to think about The Game. After eighteen minutes of the resumed play, in the bottom of the 33rd, with the bases loaded, the score 2-2 and none out, Pawtucket's Dave Koza reached for a low curve and punched a humpbacked liner to left field for the winning hit. He raced to first base, stopped short and jumped on the sack. Then he turned to face his teammates, who poured out of the dugout as if they had won the World Series.

Part of the enduring charm of baseball is its statistics, and enough records were completed last week to brighten many a hot-stove-league night. Most innings: 33. Longest playing time: 8 hours, 25 minutes. Most strike-outs, by two teams: 60; by one team (Rochester): 34. Most times at bat, by two teams: 219; by one team (Pawtucket): 114. Rochester's Dallas Williams went 0 for 13. Pawtucket's designated hitter Russ Laribee went 0 for 11 and struck out seven times. The teams used fourteen dozen baseballs, and when they ran out of new ones they turned to batting-practice balls, some of them so mushy that George Foster would have had a hard time getting them out of the infield.

Nearly all of this occurred, of course, in April. The weather that New England spring evening hit 30 knots and the temperature in Pawtucket eventually fell to 38 degrees. Down 1-0 in the last of the ninth, Pawtucket (a Boston Red Sox farm team) tied the game on a sacrifice fly. Just before 1 a.m. Pawtucket owner Ben Mondor tried to stop play according to the International League curfew, but the umpires said they found no such rule in their manual. The Red Wings scored in the top of the 21st; the Pawsox tied it again. Soon, desperate Pawtucket officials were on the phone to Harrisburg, Ohio, where they awakened league president Harold Cooper. The astonished Cooper ordered the umpires to suspend the game at the end of the inning, which was the 32nd.

Hall of Fame: By this time the original crowd of 1,740 had dwindled to 20, two of whom were Ron Card and his 9-year-old son, Danny. About 12:30 a.m. Ron called his wife, Joelle, to tell her they were still at the ballpark. About 3 a.m., she remembers, "I figured the next call would be from the hospital telling me they had been in an accident." But Ron and Danny are baseball fans. For a spring vacation they drove to Cooperstown, N.Y., to visit the Hall of Fame, then on to Syracuse to watch the Pawsox play, staying on the same floor of the Holiday Inn as the team. They have missed one Pawsox home game all season. So of course they were back in the stands for last week's climax, and Danny was sure all along the game would come out right. "Koza's been swinging a hot bat," he explained.

It's that kind of devotion and savvy that minor-league ball develops—and what baseball is all about. It's also what the rich players and the rich owners are trifling with.

JERROLD K. FOOTLICK *in Pawtucket*

Newsweek, July 6, 1981

Example: homograph
(take a course in school)
(play on a golf course)
(stay on course in a race)

Example: (to get wind of a rumor)
(run like the wind)
(to wind a watch)

What's the Big Idea

The Louisville Cardinals, led by All-American Scott Lewis, defeated the UCLA Bruins, 98–88, for the NCAA championship.

The tempo of this championship game was completely controlled by the Cardinals.

Scott Lewis turned in a superhuman performance for Louisville.

Louisville's total domination of the boards, especially in the first half, kept UCLA's high scoring game in check.

Louisville built up an 18-point lead by halftime.

The 'Punch' Line

WILLIE KEYWORTH KO'S BOB SMITH IN SIXTH

Willie Keyworth, the world heavyweight boxing champ, knocked out Bob Smith, the top contender for the crown, in the sixth round last night at Madison Square Garden. Smith stayed on the canvas for the 10-count as a result of a vicious right hook by Keyworth.

The first 2 rounds went to Smith, mainly because he landed 3 key punches to the champ's head in the early going. In the second, the champ's nose bled, caused by a wild punch from the defender.

However, in the third round Keyworth battled back because he knew that he had lost the first 2 rounds. Smith suffered a cut above the left eye produced by a powerful right hook from the champ. It was apparent the young contender was losing ground, and the momentum turned at that point. Keyworth's constant bombardment took its toll on Smith.

The fourth round was also won by the champ. Another jab to the head, which opened up the previous cut, caused Smith's vision to be blurred. But Smith battled back. Keyworth was stunned when Smith connected with a left hook and a solid right to the champ's jaw as the bell sounded, ending the round.

By the opening of round 6, Smith began to tire as evidenced by his lack of mobility and ineffectual punches. The victory was determined by a massive right hook which landed square on Smith's jaw at 1:29 of the sixth round.

1. E
2. C
3. E
4. E
5. C
6. E
7. E
8. E
9. C
10. C

Follow-Up Activity

(Any 8 of the following)

1. because the first 2 rounds went to Smith
2. caused by
3. because
4. produced by
5. turned
6. took its toll
7. which opened up
8. when
9. evidenced by
10. was determined

Sportstalgia: Monotony or Metonymy

Louis vs. Schmeling: WWII preview

SPORTSnalgia is a nostalgic look at a week in sports history, a flashback to the events and people that made that week memorable. The authors are Russ Pate, a Dallas magazine editor and former Times Herald writer, and his brother, Ridge, an attorney in Waco. This week: June 19-25.

On June 19, 1936 and June 22, 1938, heavyweights Joe Louis and Max Schmeling gave sports fans everywhere an honest-to-goodness preview of World War II.

The fighters were caught up in the growing international struggle of democracy versus fascism—and each man unwittingly became a symbol of forces bigger than himself.

Louis, son of an Alabama sharecropper named Munn Barrow, was born in 1914. After the family moved to Detroit, Joe's mother made him take violin lessons. But when he got into Golden Gloves boxing, Louis decided to stop fiddling around.

Turning pro in 1934, he racked up 27 straight wins. With vicious jabs and devastating combinations, the Brown Bomber scored important knockouts over two former champs: Gigantic Primo Carnera fell in six rounds, hard-hitting Max Baer in four.

A post-fight quote from Baer summed up the lethal power of the young Joe Louis. Asked why he had been counted out on one knee, rather than rising to fight some more, Max snarled, "People are going to have to pay more than $25 to see me executed."

By 1936, everyone thought Louis was invincible—except Max Schmeling, a 31-year-old journeyman former champion from Germany.

The veteran Schmeling had a checkered fistic past, winning the heavyweight crown on a foul by Jack Sharkey in 1930, then dropping a listless decision to Sharkey in 1932. Sportswriters called Max "the only man to win the title lying down and lose it standing up."

But Schmeling insisted that he would win his June 19 match with Louis. "I see something," Max repeatedly told the press.

What Schmeling had seen while reviewing Louis fight films was Joe's only flaw: a tendency to drop his left after firing a jab. And a strong right counter was Max's best punch.

The result was probably boxing's upset of the century. Before 45,000 shocked onlookers at Yankee Stadium, Schmeling battered Louis around the ring, grounding the Bomber for keeps at 2:29 of the 12th.

Schmeling was never a Nazi. But growing fears that Adolf Hitler would indefinitely freeze the title prevented a Schmeling-Jim Braddock fight. Instead, champion Braddock defended his title against Louis on June 22, 1937. Never dropping his left, Joe took the crown in eight rounds.

One year later, Louis-Schmeling II held the sporting world's attention. Joe, representing the hopes of black and white Americans alike, blazed to the peak of his career.

After 124 seconds Max Schmeling was finished—kaput. In a stunning TKO, Louis threw 41 punches, landing 38. The German radio broadcast of the fight went dead, the plug pulled by order of Der Fuehrer.

But time heals all wounds. At 75, Max Schmeling today is a prosperous international businessman. Over the years, he and Joe had numerous warm reunions. When Louis died in April, he eulogized Joe as a "boxing genius."

After the big one, WWII, Germany and America became friends and allies. And, after their two big wars, so did Joe and Max.

BEST COPY AVAILABLE

Don't 'Miss' It

1. Ron Leaks scored from 2 yards out
2. Jones completed a 9-yard pass to Ron Cox on a third-and-seven situation
3. Jones completed a 6-yard pass to Alex King
4. Mississippi State picked up their first first-down of the day
5. The Ole Miss lead had been cut in half
6. Jones' second TD pass to Cox gave the visiting Rebels a 2-touchdown lead
7. Rebel cornerback Fred Brewer intercepted a long pass from Reeves
8. Hector Garcia returned the kick 42 yards
9. Jim Farr's second PAT made the score 21–14
10. Reeves' second TD pass came
11. Fred Ryan's 2-yard run came
12. Jim Farr was called upon to attempt the game-winning field goal

Follow-Up Activity

A. 3	D. 8	G. 2
B. 5	E. 1	H. 7
C. 10	F. 9	I. 6
		J. 4

Sports Anaphora: 'Moore' Ways than One

MOORE-LED 'HORNS CRUSH SOONERS 35–10

John Moore. A name that will long live, and one the University of Oklahoma football team would "Sooner" forget. Moore, the bruising fullback/linebacker/kicker for the Texas Longhorns, put on an awesome display of power and sheer determination that most of the 65,000 plus fans at the Cotton Bowl Saturday afternoon will always remember. The lopsided victory was due in large part to the Longhorn dynamo.

Moore, who hails from Dallas, gave many hometown fans plenty to cheer about. The Texas tornado scored 4 touchdowns, kicked 5 extra points, made 10 unassisted tackles, and intercepted 2 passes. All in one afternoon! The consensus All-American was truly a one-man wrecking crew against the Sooners.

In the first quarter, Moore exploded for 2 touchdowns on runs of 63 and 44 yards, respectively. He did not seem to lose any steam throughout the game. He was the spark-plug for the Texas offense all afternoon. The 6'3", 235-pound powerhouse gained 245 yards in all.

Considering the Longhorns' total offense of 356 yards, one can see how important the "Moore Express" was to the Longhorn offense.

Not only did Moore dominate the scoring and rushing departments, he turned in a spectacular defensive performance. The jack-of-all-trades continually punished the Oklahoma running backs with bone-jarring tackles. Time and time again the Sooner runners collided with the "stone wall." It must have been a bitter pill for them to swallow because this stone wall was also precisely

the same person who was plowing through their vaunted defense throughout the game.

The Longhorn defense picked off 4 of Sooner quarterback Ron Davis' passes. Two of the 4 interceptions were by "you-know-who." In the third quarter, with the game still close at 14–7, Davis lofted a screen pass to running back Tim Wells. However, Wells never touched the ball. Moore streaked in front of Wells, tipped the ball up in the air, and caught it on the run. The thief then sped 55 yards to pay dirt. This play seemed to take the wind out of the Sooner sails.

However, Mr. Versatility was not through. Not by a long shot. In the fourth quarter, Moore picked up 104 yards on the ground. After Oklahoma's Frank McReynolds kicked a 36-yard field goal, leaving the score 21–10, Texas took over on their own 20-yard line. Then, 2 unsuccessful off-tackle dives netted no gain and Moore's number was called on a draw play. The Incredible Hulk broke 2 tackles at the line, ran over another would-be tackler at the 30, and galloped the remaining 70 yards for his third touchdown run of the day.

Following a Sooner fumble on their own 42, the Longhorns ate up 4 minutes of the clock on the way to their last score of the day. Moore picked up 24 of the final 42 yards. Texas coach Fred Roberts finally rested his superstar after the last touchdown drive. Undoubtedly, the Sooners heaved a collective sigh of relief. By this time, they had had "Moore" than enough of the main attraction of the day.

The Disappearance of Word Identification Difficulties

The words are underlined in the article that follows.

Dallas' Hinkle blasts his way to win in long driving event

Staff Special to The News

DULUTH, Ga.—Lon Hinkle started his week at the PGA Championship with a boom and a boon Tuesday, out-hitting a select field of long-knockers to win the $10,000 first prize in the seventh annual Long Driving Championship at Atlanta Athletic Club.

The Dallas golfer became the first tour player to win this event with a blast of 338 yards, 6 inches—almost 40 yards beyond his average drive in tournament competition. In accepting the prize the 6-2, 230-pound Hinkle deadpanned:

"I didn't have the body to overpower it like these guys do. I had to depend on my knowledge of what makes the ball go farther and straighter. I'm still not in the same league but one thing I did have was more control than those fellows."

The field for the finals was composed of eight tour players and eight power specialists hoping for a big payday and a chance for national attention.

—*Sam Blair*

Example of a prefix word (al) | Example of a suffix word (ing)

Example of a compound word (over/power)

Follow-Up Activity #2

COMPOUND WORDS:

1. passage
2. outcome
3. myself
4. overthrow
5. however
6. underline
7. sometime
8. airport
9. otherwise
10. codfish

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Sports Word Power

1. C
2. A
3. C
4. C
5. C
6. B
7. D
8. C
9. D
10. C

Sportstalgia: Figuratively Speaking

/SPORTStalgia*

'68 U.S. Open win made Lee working class hero

SPORTStalgia is a nostalgic look at a week in sports history, a flashback to the events and people that made that week memorable. The authors are Russ Pate, a Dallas magazine editor and former Times Herald writer, and his brother, Ridge, an attorney in Waco. This week: June 12-18.

Through the first 36 holes, the 1968 U.S. Open at Rochester, N.Y., looked to be a one-man show.

Bert Yancey, the enigmatic golfer with the majestic swing, had himself and his game under control. His 135 total over the Oak Hills Country Club matched the midway record of Mike Souchak. When Yancey added a 70 on Saturday, his total of 205 set an Open record for three rounds.

But a funny thing happened on the way to the clubhouse. While Yancey played the incoming holes in one over par, a squatty, wise-cracking Mexican-American named Lee Trevino put together three birdies and finished a stroke back at 206.

When the final round began Sunday, June 16, the championship seemed to be a duel. Only Jack Nicklaus was given a chance to overtake the leaders, but at that, the defending champion was seven strokes off the lead in third place.

The smart money rode on Yancey, a tour veteran who frequently challenged in the major events. What the smart money hadn't learned yet was that beating Lee Trevino in what was essentially match play was no mean feat. Though he was a newcomer to the tour, Trevino for years had played head-to-head matches with some big bucks wagered on the outcome.

When the smoke cleared, Yancey had slumped to a 76, and the U.S. Open champion was Trevino, a 28-year-old Dallas native who grew up near Glen Lakes Country Club—where he shagged balls and caddied.

In tying Nicklaus' record Open score of 276, Trevino had become the first player ever to post four sub-70s in the Open. His scorecards read 69, 68, 69, 69.

With his win, the first of his PGA career, the tour gained a new star. A chatterbox, he joked endlessly with the spectators. He called himself "Super Mex" and his gallery became known as "Lee's Fleas." He had the whole package, the personality and the game, to rival the sport's top gate attractions.

In what was just his first full year on tour, Trevino became golf's working class hero. His success demonstrated that the public links player could compete with the country club set.

Trevino had spent a number of years as golf pro at Hardy Greenwood's par-three course and driving range on Lovers Lane, which recently was closed. There, he hustled bets by beating golfers, using only an empty, family-sized Dr Pepper bottle, taped so he could grip it to swing and putt.

He sharpened his game in the early '60s while working at the Horizon Hills Country Club outside of El Paso. Using an exaggerated open stance, Trevino hit low fades with precision. Not a long ball knocker, Trevino kept the ball in play and beat the competition with consistent ball-striking.

Trevino first gained national exposure when he finished fifth to Nicklaus in the 1967 U.S. Open at Baltusrol. A year later, the title was his.

In retrospect, 1968 was a memorable year for the PGA tour. At the Masters, Roberto de Vicenzo signed an incorrect scorecard and saw his title awarded to Bob Goalby. At the PGA in San Antonio, Julius Boros managed a one-stroke victory over Arnold Palmer, charging furiously to win the one major title that escaped him. That same year, Billy Casper became the first golfer to win more than $200,000 in a season.

colorful descriptor
context clue
colorful descriptors
colorful descriptors
figurative expression
colorful descriptors

figurative expression
colorful descriptor and context clue
figurative expression
colorful descriptor and figurative expression
colorful descriptor

Follow-Up Activity

A. 4
B. 6
C. 8
D. 5
E. 2
F. 1
G. 10
H. 9
I. 7
J. 3

The Lexicon Helps Us Learn

Follow-Up Activity #1

1. emotions— abstract feelings a person has such as hate, happy, angry
2. native— belonging to a specific area or region
3. phenomenal— unbelievable; holds high stature
4. titantic— enormous, giant/gigantic
5. antagonists— opponents
6. unbreakable— something hard; not capable of being broke
7. legend— the personal achievements of a person that spread by retelling
8. steely— showing no emotion

9. sobriquets— nicknames
10. rebellious— behaviors that are considered to be against the accepted "norms"
11. histrionics— dramatic, theatrical, emotional
12. strikingly— very sharp, eye-catching, noticeable
13. sensational— grand; an event or object causing much public excitement
14. rivalry— feud; competition
15. stoical— solemn; reserved

Follow-Up Activity #2

A. 6	F. 13	K. 2
B. 7	G. 1	L. 15
C. 11	H. 12	M. 14
D. 5	I. 4	N. 9
E. 10	J. 3	O. 8

A Bibliography of Sports-Related Books

> When we gloriously forget ourselves and plunge Soul-forward, headlong, into a book's profound, Impassioned for its beauty and salt of truth—'Tis then we get the right good from a book.
>
> —*Elizabeth Barrett Browning, 1806–1861*

Using the examples presented in the activities section of this book, parents and teachers can design their own sports-related reading and writing activities. The following bibliography contains a number of books that can be adapted for these purposes. This is only a partial list and is not meant as an absolute guide. Parents and teachers are helped in choosing books for specific students by the estimate of grade level difficulty which appears at the end of each annotated reference. These are cited as being appropriate for middle and high school students, *depending upon their reading strengths and interests. Middle School* refers to students from 11–14. *High School* refers to ages 15 to 18.

For parents and teachers who wish to use books that do not appear in this bibliography, the Fry Readability Graph follows. This will help establish approximate reading difficulty levels for these materials. The graph aids in identifying books that are more consistent with readers' abilities in the middle or high school ranges.

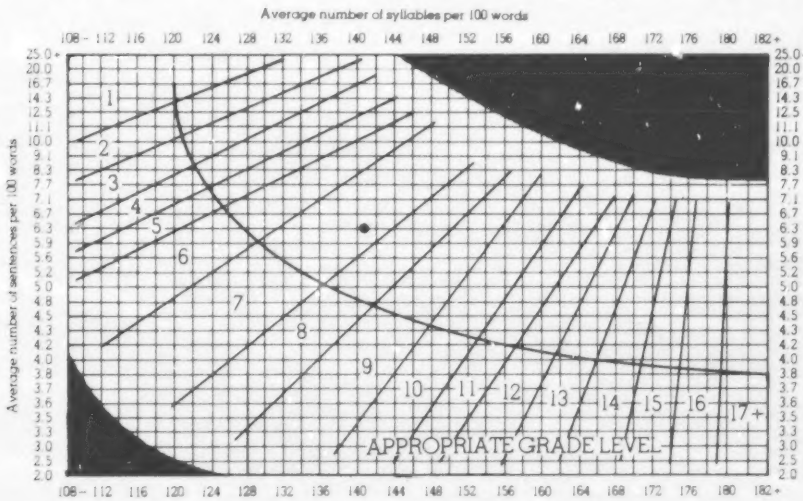
However, it is worth emphasizing that *approximate* levels of reading difficulty are established through the use of these readability graphs. Most graphs like the *Fry* rely heavily on syllable count and the number of sentences per passage as a means of determining how hard something may be for a particular age student to read. But there are many more factors involved in making these judgments. The following list provides some additional features of written material that cause it to be more or less difficult to read but are seldom given ample consideration by those who compile the standards for measuring reading difficulty:

1. Word length
2. Percentage of different words
3. Sentence length
4. Personal references
5. Number of difficult words according to word lists
6. Density and unusualness of the facts
7. Interrelationship of ideas
8. Organization of the material
9. Concept load—abstractness of the words
10. Interest and purpose of the reader

At best, graphs offer a "thumbnail" sketch of whether or not a certain book can be read and understood by students who appear to be reading within a given range; at their worst they oversimplify the process of evaluating reading difficulty and may underestimate or overestimate the appropriateness of using specific materials.

GRAPH FOR ESTIMATING READABILITY—EXTENDED*

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



EXPANDED DIRECTIONS FOR WORKING READABILITY GRAPH

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with average sentence length and average number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, *Joe*, *IRA*, *1945*, and *&* are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, *stopped* is one syllable and *wanted* is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, *1945* is four syllables, *IRA* is three syllables, and *&* is one syllable.

NOTE: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED—NO COPYRIGHT)

*Assessing approximate levels of grade-level reading difficulty using the *Fry Readability Graph* (*Journal of Reading*, 21, December 1977, 242–52).

M=Middle School

H=High School

Baseball

R. Coover, *The Universal Baseball Association, Incorporated, J. Henry Waugh, Proprietor* (New York: New American Library, 1971), 242 pp.
A comical, fictional character, J. Henry Waugh is presented as an individual who eats delicatessen, drinks in the neighborhood bar, listens to country music, and devises a baseball game where the toss of the dice dictates every move. Waugh is the proprietor of the Universal Baseball Association, a type of gambling casino run according to the rules of baseball. This book may prove useful in developing inferential comprehension as well as providing a text for story completion exercises that ask readers to predict outcomes. [H]

R. Guidry, and P. Golenbuck, *Guidry* (New York: Avon Books, 1980), 173 pp.
An intriguing biographical sketch of Ron Guidry who, at the onset of his baseball career, was told by George Steinbrenner that he would never be able to pitch in the major leagues. The diverse vocabulary makes this book most appropriate for the able as well as the less able junior high or high school student. Teachers should find this book useful when teaching students such study skills as identifying main ideas, locating supporting details, and outlining. [M–H]

Dick Lally, *The Bartender's Guide to Baseball* (New York: The Warner Communications Co., 1981), 304 pp.
A presentation of 40 challenging quizzes with answers concerning baseball players, major events, and miscellaneous trivia. Teachers should find this book useful for developing students' critical-reading skills. Teachers may ask students to respond to the quizzes or generate questions based on one of the short biographical sketches. This book may prove to be a motivating reading experience for students who are interested in baseball. [H]

H. Liss, and J. Devancy, *The Pocket Book of Baseball* (New York: Pocket Books, 1981), 246 pp.
This book presents team-by-team analysis of the American League and includes feature stories on George Brett, Rick Cerone, Mike Schmidt, Billy Martin, and Steve Garvey. Also included are 16 pages of action photos. The detailed analysis of each team may be useful in developing questions that measure students' inferential comprehension as well as their ability to distinguish cause and effect relationships. Teachers should find the feature stories good examples of descriptive writing that provide students an opportunity to express their opinions regarding the author's portrayal of these baseball teams and superstars. The book also includes diagrams of batting statistics for each individual player and club. These are useful in providing students experience reading charts and graphs. [M]

Joseph McBride, *The Complete Guide to Baseball Slang* (New York: Warner Books, Inc., 1980), 288 pp.
This book contains the various origins and definitions of slang terms used in baseball and depicts players' nicknames as well. A major attraction of the work is the general index, which teachers may find useful when teaching reference skills, i.e., locating and using various

sections of a book. Teachers may also find this book helpful in developing students' understanding of synonyms and antonyms. [M]

Bill Mazer, *Bill Mazer's Baseball Trivia* (New York: Warner Books, Inc., 1981), 188 pp.
This pocket book presents 3–4-paragraph passages covering certain persons or events in baseball including a number of trivia items. Each passage is followed by a "Quickie Quiz." The text provides excellent examples of paragraph organization, i.e., topic sentences and supporting details which will prove beneficial when teaching such study skills as outlining, identifying main ideas, and locating supporting details. Teachers should find this book an excellent source for encouraging recall and literal comprehension. [M]

Reader's Digest, (Editors of), *Unforgettable Characters* (New York: Berkley Books, Inc., 1980), 243 pp.
This volume is made up of a special series of some of the most popular articles, stories, and features of baseball which have been compiled from a number of American magazines. The book's high interest level combined with a vocabulary of limited difficulty provides interesting reading for the older reader who may have marginal reading problems. The book may also prove beneficial as a source of information for writing themes and essays. [H]

John R. Tunis, *The Kid Comes Back* (New York: Bantam Books, 1977), 183 pp.
A story of a baseball player who returns from war. His injured leg causes some pessimism among his teammates and fans. This thrilling novel depicts the pain, struggle, and determination experienced by the returning soldier, culminating in a thrilling victory, both for the kid and his team. The book's high interest level combined with a relatively easy vocabulary makes it an excellent vehicle to motivate the less able reader. Teachers should find the vast amount of dialog contained in the book useful in demonstrating the relationship between spoken and written language. [M]

John R. Tunis, *World Series* (New York: Bantam Books, 1977), 195 pp.
Presents an inside view of a baseball player's perspective of the game prior to, during, and after his participation in the World Series. Teachers should find this book an excellent means to motivate the avid baseball fan to read. Much of the book is written in the first person and teachers will find this work useful as a tool for developing youngsters' vocabulary and language experiences. [M]

Basketball

D. Barnett, *Inside Basketball* (Chicago: Contemporary Books, Inc., 1971), 87 pp.
This book, printed in large type, introduces the beginning "hoop" enthusiast to the fundamentals of basketball. Written by former New York Knickerbocker Dick Barnett, this book suggests appropriate methods for developing and executing specific maneuvers in basketball such as dribbling, passing, rebounding, and shooting. Each chapter includes action photographs illustrating various moves. This provides clarity for the less able reader. Teachers may want to use the picture illustrations as topics for creative writing activities by having students write short paragraphs explaining the move pictured. [M]

M. Bell, *The Legend of Dr. J* (New York: New American Library, 1976).
This book profiles the basketball career of "Dr. J," (Julius Erving), from his first quarter as a substitute player for the Roosevelt High Bulls to his trade to Philadelphia. The book's high-interest level, along with its relatively simple vocabulary, may attract the able fifth- or sixth-grade reader, as well as older students who have reading problems. [M]

L. Cole., *Dream Team* (New York: William Morrow and Company, Inc., 1981), 322 pp.
This book is divided into 2 parts. Part 1 spans the months during the 1970 basketball season when the New York Knickerbockers became the NBA champion. Part 2 identifies several distinguished personalities involved in that championship team. Teachers may find this book useful in developing students' concepts of cause and effect. High school teachers will find this book especially beneficial in motivating reluctant readers. [H]

G. Goodrich, and R. Levin, *Winning Basketball* (Chicago: Contemporary Books, 1976), 138 pp.
Written by former UCLA guard Gail Goodrich, this book presents guidelines for developing winning strategies in basketball. Included are tips on how wit and intelligence can compensate for inferior strength and height and suggestions on how to prepare physically for a game. The author provides a word of warning to those considering a career in pro basketball, suggesting a more realistic approach to setting goals. Easy-to-read and fully illustrated, middle school teachers will find this book most appropriate for the less able reader interested in basketball. [M–H]

D. Halberstam, *The Breaks of the Game* (New York: Alfred A. Knopf, 1981), 362 pp.
Portraying life as a professional basketball player, the author presents a dimension of basketball which few athletes consider. Observing the decline of the Portland Trail Blazers between 1977 and 1980, the author focuses on several underlying factors which affect a player's performance, and in turn reduce the team's effectiveness on the court. The author discusses such issues as cramped scheduling, injuries, politics, drafts, and trades, as well as exorbitant contracts which directly affect a team's ability to perform. Because of this book's stark portrayal of basketball, teachers will find it instrumental for encouraging critical reading, recognizing cause and effect relationships, categorizing the factors discussed as being desirable or undesirable, and distinguishing fact from fiction. [H]

Z. Hollander, ed., *The Complete Handbook of Pro Basketball* (New York: New American Library, 1981), 319 pp.
Presents complete rosters for all 23 NBA teams, including individual and team profiles, photographs, and statistics. In addition, a list of all-time NBA records is provided, as well as an official 1981–82 schedule. Students having sufficient experiential background in basketball will find this book a useful source of information. Teachers may find the 2-paragraph profiles useful in creating comprehension activities such as matching the players with their profile, comparing the statistics of individuals and teams, or in constructing various playing card games requiring players to form "books" on team members. [M]

Z. Hollander, ed., *The NBA's Official Encyclopedia of Pro Basketball* (New York: New American Library, 1981), 532 pp.

Presenting a historical profile of basketball, the information contained in this book spans the game from its conception in 1896 to the present. Included in this volume are numerous pieces of basketball trivia such as Chuck Conners' (The Rifleman) career with the Boston Celtics in 1947, as well as providing complete profiles of basketball's greats such as Julius "Dr. J" Erving, Kareem Abdul-Jabbar, and Larry Bird. Also included are discussions of all the all-star games, the Basketball Hall of Fame Roster, and the official NBA rules. Organized on the same format as an encyclopedia, teachers may find this book an excellent means of introducing students to the use of reference materials. [M–H]

N. Lieberman, *Basketball My Way* (New York: Charles Scribner's Sons, 1982), 139 pp.
Written by Nancy Lieberman, the first female to play in an all-male summer professional basketball league, this book provides middle and high school age girls interested in the game detailed discussions concerning offensive and defensive techniques and also includes official basketball rules for both men and women. Young women less interested in playing will find the sections featuring nutrition, weight watching, and muscle toning of interest. Complete with a detailed glossary of basketball-related terms, this book provides teachers an excellent source of vocabulary enrichment in a well-written and interesting context. [M–H]

G. L. Miller, *Official's Manual in Basketball* (New York: Leisure Press, 1981), 79 pp.
Presents official NBA rules and suggested guidelines for officiating basketball. This manual, complete with instructions, provides not only game rules, but also illustrations of various fouls and infractions. Also, the appropriate positioning of officials during the course of a game is explained. With its stress on rules, this book could be an excellent source for developing literal reading comprehension. [M–H]

B. Russell, and B. Taylor, *Second Wind* (New York: Ballantine Books, 1979), 303 pp.
Presents the memoirs of Bill Russell, former center for the Boston Celtics, sketching Russell's life from the time he was 7 to his legendary years in the NBA. Adding to this book's appeal are Russell's humorous anecdotes. Teachers wanting to encourage reading for pleasure in the classroom will find their job made easier as a result of having *Second Wind* on their bookshelves. [M–H].

C. Wielgus, and A. Wolf, *The In-Your-Face Basketball Book* (New York: Everest House, 1980), 186 pp.
Each chapter suggests how one should modify his/her behavior to survive a street game. The book provides readers with such tips as appropriate language for street-ball players, unique scoring procedures, violations, and instructions on how to get into a game and includes numerous photographs of make-shift basketball courts around the United States. The book also suggests various games appropriate for 1–5 players as well as a selection describing unique playing characteristics of various ethnic groups and cultures. For the serious street "hoop shooter," a section entitled "Forbidden Fundamentals" is provided. This book will prove to be a great motivator for the reluctant reader. Teachers may find the section on terminology a fine source for vocabulary development activities. [M–H]

R. Youngman, *Officiating Basketball* (Chicago: Contemporary Books, Inc., 1978), 138 pp.
Presents guidelines for refereeing basketball. Teachers will find this book an excellent source for encouraging students to read for details and cause-effect relationships. [M–H]

Football

Clary Anderson, *The Young Sportsman's Guide to Football* (New York: Thomas Nelson and Sons, 1963), 92 pp.
Presents the fundamentals of football through diagrams and illustrations. The text is organized in small units, each consisting of short passages. These units are followed by diagrams illustrating fundamentals discussed in the text. Teachers should find the discussion of fundamentals useful when teaching students to identify main ideas and locate supporting details. Students might be asked to draw their own diagrams illustrating what they understand to be the main idea of each unit. [M]

Robert J. Antonacci, and Jene Barr, *Football For Young Champions*, illus. by Rus Anderson (New York: McGraw-Hill Book Co., Inc., 1958), 159 pp.
Discusses rules, gives history of the game, and describes training equipment. Teachers may find the discussion of the game's history useful in developing exercises for literal recall, i.e., specific information such as names, dates, places, and events. [M]

Marshall Burchard, and Sue Burchard, *Sports Heroes: O. J. Simpson* (New York: G. P. Putnam and Sons, 1975), 58 pp.
Discusses the life and football career of O.J. Simpson. Each chapter contains black and white photo illustrations of "the Juice" in action. The high interest level of this book should prove useful as a means of motivating reluctant readers. The accompanying action photos of Simpson should stimulate even the least interested reader to enthusiastically peruse the pages of this book. [M]

Mel Cebulash, *Football Players Do Amazing Things* (New York: Random House, 1975), 64 pp.
Presents some of football's most colorful players and their stories of unusual and often funny situations. The humorous topics, combined with a vocabulary of limited difficulty, should serve to attract the able middle school reader as well as the older student experiencing some reading difficulty. [M]

Arthur Daley, *Pro Football's Hall of Fame* (New York: Quadrangle Books, 1963), 248 pp.
Presents, in chronological order, the lives and football careers of the 17 men selected as the first entrants into the professional football Hall of Fame. Students interested in pro football may find this work an excellent source of information for writing themes and essays on famous personalities. [M–H]

Vince Lombardi, and W. C. Hering, *Run to Daylight!* (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1963), 300 pp.
Describes 7 days in the life of Vince Lombardi, using word and picture stories. This book presents the behind-the-scene workings of a pro football team. The book may serve to motivate students who share a

basic love of the game to read. Teachers should find the vocabulary level suitable for the more capable sixth-grade reader, as well as the high school student having marginal reading difficulties. [M]

John Thorn *Pro Football's Ten Greatest Games* (New York: Four Winds Press, 1981), 208 pp.
Presents the 10 greatest games (according to the author) played in the National Football League. The first game describes action between the New York Giants and the Chicago Bears in 1933. The book culminates with the celebrated Washington Redskins-Dallas Cowboy match of 1979. The pages in between are filled with an assortment of colorful expressions and terminology, making it an excellent source for vocabulary or language enrichment. [M]

Golf

Dick Aultman, *101 Ways to Win at Golf* (Norwalk, CT: Golf Digest/Tennis, Inc., 1980), 192 pp.
Referred to as a primer in golf, this book presents the basic fundamentals of the game. The subject matter, combined with a simple, easy-to-read vocabulary, makes it most appropriate for the able third-grade reader as well as the older reader having marginal reading difficulties. Because of the book's carefully controlled vocabulary, teachers will discover it to be an excellent means of reinforcing youngsters' recognition of sight words in context. In addition, teachers may develop comprehension activities focusing on cause and effect relationships by exploring the factors behind the fundamentals discussed, i.e., What do you think would happen if your grip on the club was not tight enough? Why do you think the author says to keep your eyes on the ball?, etc. [M]

Lew Fisherman, *Golf Magazine's Shortcuts to Better Golf* (New York: Harper and Row Publishers, Inc., 1979), 179 pp.
This book is a compilation of "pointers" written by top players and professional teachers of golf. Each section contains general information on a particular aspect of the game, i.e., the swing, the approach, the short game, etc., followed by brief, specific recommendations. The accompanying pictures and diagrams will serve to clarify the information presented. Teachers may find the concise "tips" useful in developing reading comprehension activities such as locating the main idea, determining cause and effect, recalling the sequence of events, or following directions. Exploring specific golf-related phrases such as "cock the wrists" and "address the ball" may prove beneficial in developing students' understanding of figurative language as well. [H]

W. T. Gallwey, *The Inner Game of Golf* (New York: Random House, 1981), 207 pp.
This book deals with the mental aspects of golf, i.e., concentration, emotions, anxiety, etc., as opposed to the mechanics of the game. The author believes that these fundamentals, referred to as the "Inner Game," will not only serve to reduce players' handicaps on the golf course, but can serve to reduce one's "handicap" in life as well. Teachers should find the abundance of base words and suffixes associated with golf useful in developing students' word-building skills, e.g., breaking, putting, chipping. [M]

Jack Nicklaus, *Jack Nicklaus' Lesson Tee* (New York: Simon and Schuster, 1977), 157 pp.
Written and illustrated in comic book form, this book should prove useful as a means of motivating reluctant readers. Each fundamental is pre-

sented and illustrated in a series of colored frames with captioned explanations. The illustrations should benefit the less able reader in clarifying the text. [M–H]

Jack Nicklaus, and Ken Bowden, *Jack Nicklaus' Playing Lessons* (Norwalk, CT: Golf Digest/Tennis, Inc., 1981), 143 pp.
This colorfully illustrated book discusses strategies for managing one's self on the golf course. Students having sufficient experiential background in golf will enjoy this book, as it gives fairly detailed information about strategies and techniques. This book presents many opportunities for vocabulary development in a context many students will find relevant. In addition, comprehension activities focusing on cause and effect relationships can be developed by exploring the features of Nicklaus' suggested strategies. [H]

PGA Communications Department, *Official PGA Tour Media Guide* (New York: Workman Publishing Co., Inc., 1980), 241 pp.
Presents the history and background of the PGA Tour, as well as a look at how the organization operates. This book includes extensive biographical information of leading players and shorter sketches of other prominent personalities in golf. The book contains a wealth of records, statistics, facts, and figures describing the current status of each player. Teachers will find the book's abundant use of charts and graphs an excellent means of providing students experience in reading this type of material, in a context of interest to the golf enthusiast. The short biographical sketches should prove useful when teaching students skills in identifying main ideas, locating supporting details, and outlining. The book may also prove beneficial as a source of information for writing themes and essays. [M–H]

Charles Price, and Editors of *Sports Illustrated*, *Sports Illustrated Golf* (Philadelphia, PA: J. B. Lippincott Co., 1970).
This book is written for the novice golfer. The authors describe, in understandable terms, different types of clubs and their uses. Included are numerous photographs illustrating the proper stance, grip, and various type of swings. A major highlight of this book is the glossary of golf terms which teachers may find useful in developing students' reference skills as well as broadening their reading vocabularies. The numerous photo illustrations can serve to clarify the text for students having marginal reading difficulties. [M]

Tom Watson, and Frank Hannigan, *The Rules of Golf* (New York: Random House, 1980), 200 pp.
Based on the premise that an understanding of the rules of golf enhances one's enjoyment of the game, the authors proceed to describe how the rules can be used to the player's advantage. The authors' presentation of operational definitions in chapter 2 is an excellent example of how content teachers can teach reading. Each key term is presented in the margin in isolation, followed by its definition. The term is then presented in a particular context. This particular chapter should prove beneficial in fostering word recognition as well as broadening students' vocabularies. [H]

Gymnastics

P. Akroyd, *Skills and Tactics of Gymnastics* (New York: Arco Publishing Co., 1980), 152 pp.
This book presents sequenced frames illustrating basic gymnastic routines accompanied by brief explanations. Intended to serve as an

introduction to the sport, the author offers the novice gymnast practical advice concerning initial training techniques, precautionary measures, and tips on preparing for competition. Other features include color photographs of noted gymnasts such as Nadia Comaneci, diagrams of equipment, exercises, and body positions. Also included is a complete glossary of terms and an index. This work may be useful for developing sequencing activities such as matching diagrams with their corresponding instructions. Likewise, the glossary of terms and the index may prove interesting content for developing students' reference skills. [M]

J. Coulton, *Women's Gymnastics* (West Yorkshire, England: EP Publishing Ltd., 1977), 116 pp.
The purpose of this paperback is to provide gymnasts with instructions for basic gymnastic exercises. With the aid of over 300 sequentially organized photographs and numerous diagrams, the reader is provided examples of each body position and movement accompanied by brief and clear written explanations. This type of book will be beneficial when teaching youngsters to follow written directions. [M–H]

B. J. Drury, and A. B. Schmid, *Introduction to Women's Gymnastics* (New York: Hawthorn Books, 1973), 112 pp.
Designed to provide the beginning gymnast an understanding of basic skills involved in the sport, this book presents discussions on conditioning, exercising, tumbling, dancing, as well as methods in preparing for instruction on the balance beam and parallel bars. Also included is a brief history of gymnastics, a bibliography of suggested readings, and a list of various gymnastic clubs and organizations. Clearly written and fully illustrated, this book will attract the less able reader interested in gymnastics. [H]

M. Engle, S. Engle, and R. Hanson, *Gymnastics: The New Era* (New York: Grosset and Dunlap, 1980), 96 pp.
Packed with black and white action photographs, this paperback contains sections on the history of gymnastics, the American era, equipment and events, methods for scoring and judging, and a chapter outlining how to get started in the sport. Teachers may find the chapters describing a gymnast's daily routine and practice schedules excellent vehicles for teaching chronological order and sequence of events. Youngsters interested in this popular sport should enjoy reading this book. [M]

R. Ito, and C. Dolney, *Mastering Women's Gymnastics* (Chicago: Contemporary Books, Inc., 1978), 160 pp.
Written primarily for the novice gymnast, this paperback presents guidelines for training and exercising, arranged to parallel a typical workout. Clearly organized with easy-to-follow instructions, this book should serve as a useful source for teaching sequential comprehension. The first chapter, written in outline form, is an excellent example for teaching students to locate main ideas and supporting details. [M–H]

R. Neil, *The Official Cheerleader's Handbook* (New York: Simon and Schuster, 1979).
Intended as a guide for young women interested in applying their gymnastic skills to cheerleading, this work offers instructions pertaining to exercise, gymnastic stunts, and various types of cheers. Accompany-

ing each series of instructions are black and white action photographs illustrating each maneuver described. Additional features include a brief history of cheerleading, ideas for fund raising, and guidelines for understanding organized sports. Teachers wanting to motivate students to read for pleasure should find this a pertinent guide for middle school girls. [M–H]

F. Ryan, *Gymnastics for Girls* (New York: Penguin Books, 1976), 433 pp.
Written by a sports enthusiast who holds a Ph.D in psychology, this book is a comprehensive guide for young gymnasts. Illustrated with action photographs of junior high girls performing the described movements, the book explains basic exercises in terms that are understandable to the layperson. The brevity of the paragraphs provides an excellent source for developing vocabulary and word recognition in context. [M]

H. Strass, ed., *Gymnastics Guide* (Mountain View, CA: World Publications, 1978).
This anthology contains articles written by various gymnastic experts. The articles cover all aspects of the sport from its history and training procedures to helpful hints for effective coaching. The organization of this book will prove a useful framework for teaching content area reading skills such as reading charts and graphs, understanding diagrams, or using subheadings as guides for purposeful reading. Additionally, the book has several authors, and high school teachers may find it a useful source for comparing expository writing styles. [H]

K. Thomas, and K. Hannon, *Kurt Thomas on Gymnastics* (New York: Simon and Schuster, 1980), 223 pp.
Co-authored by America's leading male gymnast, Kurt Thomas, this book describes the history of gymnastics and chronicles Thomas's grueling rise to Olympic stardom. Black and white illustrations portray Thomas and other top gymnasts in both practice and competition. The vocabulary in this book may prove useful as a means for teaching figurative and descriptive language and multiple-meaning words. [H]

E. Wachtel, and N. C. Looken, *Girls' Gymnastics* (New York: Sterling Publishing Co., 1979), 186 pp.
Illustrated with black and white photographs, this work describes in simple text the basics of girls' gymnastics. The instructions for executing gymnastic movements are brief and will serve to attract the reluctant reader. The short explanatory paragraphs should also allow the older, less able reader an opportunity to read material written at an appropriate level of difficulty and corresponding to specific interests. [M–H]

J. Wiley, *Women's Gymnastics* (Mountain View, CA: Anderson World, Inc., 1980), 176 pp.
Written primarily for young women interested in gymnastics, this paperback offers information on proper clothing and equipment, basic conditioning techniques, and the fundamentals of various routines. Also included are the official rules of competition, an outline of the criteria generally followed by judges, and a complete roster of gymnastic organizations around the country. Students lacking sufficient experience in gymnastics may find the specialized vocabulary difficult to read; however, those more familiar with the sport will find the instructions clearly written and easy to follow. [M–H]

Horsemanship

T. Ainslie, *Ainslie's Encyclopedia of Thoroughbred Handicapping* (New York: William Morrow and Co., Inc., 1978), 320 pp.
This book is an anthology of theories, procedures, and factors related to the sport of horse racing, specifically thoroughbred handicapping. Since information is presented in encyclopedic form, including an index and glossary of terms, this book is useful in teaching reference skills such as alphabetizing/indexing, locating information, using specific sections of a book, etc. [H]

P. Churchill, *Horseracing* (Poole, England: Blandford Press, 1981), 169 pp.
This paperback describes the history and development of the international sport of horse racing. It outlines rules of thoroughbred breeding as well as racing, and highlights outstanding personalities associated with the sport. Photographs, diagrams, and sketches serve as illustrations. The prose may prove difficult reading for students lacking background information in the sport; however, Churchill uses some particularly colorful vocabulary in relating the history of horse racing, making this book a unique source for language enrichment activities. [H]

J. Haworth, *Riding from Scratch* (New York: St. Martin's Press, 1979), 87 pp.
While aimed at adult readers, this manual is also appropriate for high school students who are interested in learning to ride. The author humorously explains the basics of novice horsemanship in a manner designed to quell beginners' apprehensions. This book is an excellent vehicle for studying figurative language since the author makes frequent use of humorous metaphors and similes. [H]

G. Herschel, *A Horseman's Handbook: Basic Riding Explained* (New York: Arco Publishing Co., Inc., 1980).
This book describes the basic elements of horsemanship, including instructions for selecting and caring for horses. It contains colorful photographs to illustrate various facets of horsemanship. This book lends itself to teaching students the importance of sequence. The text contains specialized vocabulary related to the sport, and readers encounter many context clues to aid their understanding. The appendix contains a list of addresses of numerous riding associations. [M–H]

R. Owen, *Learning to Ride* (New York: Arco Publishing Co., 1981), 111 pp.
Aimed at young, novice riders, this book describes the basic elements of horsemanship. While the vocabulary may prove difficult for students lacking experiential background in equestrian sports, the brief 1–2 page chapters prove motivating for reluctant readers who know something about horses. [M–H]

S. D. Price, ed., *The Whole Horse Catalog* (New York: Simon and Schuster, 1977), 246 pp.
The purpose of this book is to present a wide range of products, services, organizations, and events available to those interested in all types of equestrian activities. Chapters contain information on selecting a horse, stabling a horse, horse care, tack, apparel, equestrian activities, and organizations. Each of these chapters contains general textual information, followed by descriptions and illustrations of various products and services. Students can develop their critical reading skills by comparing and evaluating information on similar products. The text is organized by headings and subheadings which provide students a format similar to content area textbooks. [H]

W. Seunig, *Horsemanship* (Garden City, NY: Doubleday & Co., Inc., 1956).
This is a comprehensive book which explores all phases of training the horse and its rider. It is an excellent source for teaching outlining, since the table of contents and the text are highly structured. Many horse-related terms such as flexion, hindquarters, unconstraint, suppleness, shoulder-fore, etc. appear frequently throughout the text, making it a fertile source for teaching prefixes, suffixes, root words, etc. [H]

J. Starkey, ed., *Horse Sense: Buying and Looking after Your First Horse* (New York: Sterling Publishing Co., 1981).
This hardbound book offers practical advice in clear, concise language. Step-by-step illustrations and colorful photographs will catch the attention of youngsters and assist in explaining certain technical terms, procedures, and use of equipment. [M–H]

M. A. Stoneridge, *A Horse of Your Own* (Garden City, NY: Doubleday & Co., Inc., 1980), 536 pp.
This book is a basic encyclopedia guide to the equestrian world. The various breeds and types of horses are described; possible stabling arrangements are discussed. Specific topics such as proper feeding, grooming equipment, clothing, breeding, and training for show are presented in some detail. Because of the wide variety of information contained in this book, teachers may find it useful for providing students practice in locating ideas and supporting details or sequencing and following directions. [M–H]

D. Williams, ed., *The Horseman's Companion* (New York: St. Martin's Press, 1980), 556 pp.
An anthology of fiction and nonfiction writings, this book deals with all aspects of horsemanship. It is an excellent resource for introducing youngsters interested in horses to the works of such authors as Charles Dickens, Lewis Carroll, Rudyard Kipling, D.H. Lawrence, and Ernest Hemingway. [H]

Martial Arts

Gichin Funakoshi, *Karate-do, My Way of Life* (Tokyo: Kodansha Int., 1975), 127 pp.
An autobiography of the "Father of Karate-do," Gichin Funakoshi. In discussing his own development as a master of the art, the author portrays the spirituality underscoring all the martial arts. Written in the first person, the author presents the fundamentals of Karate-do in story book form which students may find more interesting than reading a book of instructions. Teachers should find this book an excellent means of motivating high school students interested in the martial arts to read for pleasure. [H]

Bong Soo Han, *Hapkido, Korean Art of Self-defense* (Burbank, CA: Ohara Publications, Inc., 1980), 192 pp.
Presents the history and philosophy of Hapkido, followed by 150 pages of captioned photos and step-by-step instructions. The limited amount of text combined with numerous pages of action photos serve to attract students who would otherwise generally avoid reading. [M]

Joe Hyams, *Playboys Book of Practical Self-defense* (Chicago: Playboy Press, 1981), 152 pp.
Pesents a number of practical ways of self-defense. Each technique is illustrated by a series of sequenced photos with simple instructions in

caption form. Teachers may find this type book useful when teaching students to follow written directions. Students might be asked to demonstrate a technique, step by step, or to illustrate a technique on paper, providing sequential instructions. [M]

Yang Jwing-Ming, *Shaolin Chin Na* (Hollywood, CA: Unique Publications, 1980), 159 pp.
This book could be described as the martial art's book of anatomy. The author discusses why various parts of the body are more vulnerable to pain than others, why certain bones break easier than others, and why injury to certain organs can be fatal. The book uses an abundance of technical terminology and contains numerous diagrams. Science and health teachers may find this book a unique means of presenting vocabulary pertaining to anatomy or physiology. [H]

Willy Lin, *T'ien Shan P'ai Kung Fo* (Burbank, CA: Chara Publications, Inc., 1976), 160 pp.
This work is aimed at the novice and presents an introduction to the art of T'ien Shan P'ai. The author begins by presenting operational definitions of terms used in the book, e.g., strike, adjust, half-extended, block, etc. Teachers may find use book a helpful resource for teaching word recognition using context clues. [M]

Masutatsu Ogama, *The Kyokushin Way* (Tokyo: Japan Publications, Inc., 1979), 112 pp.
This book presents the story of one of Japan's most noted authorities in the martial arts, Masutatsu Ogama. The book discusses mental attitude and discipline which, in the author's opinion, are significant to developing any skill, but particularly the skill of karate. Each chapter has a one-word title whose definition is applied to developing the skills of Karate. Teachers should find the content of this book unique. It is useful in demonstrating to young people the elements of success. Teachers will discover that the chapters' titles themselves contribute to students' vocabulary development, e.g., Aspirations, Diligence, Courage, Success, etc. [M]

Bruce Tegner, *Stick-fighting: Self-defense* (Ventura, CA: Thor Publishing Co., 1979), 127 pp.
Presents a series of practical techniques for self-defense using a stick. The book contains a section of approaches for women as well as a unit on self-defense for the disabled. Each chapter contains sequential photographic illustrations of a particular technique, followed by a brief, 4–5 sentence explanation. The less able elementary reader may find the limited amount of text and the abundance of action photos interesting. [M]

Jay T. Will, *Advanced Kenpo Karate* (Hollywood, CA: Unique Publications, 1980), 115 pp.
Discusses and illustrates some of the more sophisticated aspects of the art. Photographic illustrations of techniques make up a large portion of each chapter. Each photograph is sequentially presented and captioned. The less able reader may be attracted to this particular book because it presents a sophisticated topic, mostly through pictures, followed by a limited amount of text. Teachers should find this work an excellent means of attracting students less interested in reading. [M–H]

Physical Fitness and Running

Editors of *Runners' World* Magazine, *New Exercises for Running* (Mountain View, CA: World Publications, 1978), 152 pp.
Presents exercises appropriate for developing specific muscles and for various types of running. This book describes ways of pretesting abilities to determine strengths and weaknesses, suggests various ways to avoid the usual pains of running, and includes a brief lesson in yoga for runners. In addition, the authors provide readers with a formula to determine appropriate weight determined by their physical characteristics and the type of running they are involved in. Each exercise is completely illustrated with photographs which lend clarity to the discussions. Students interested in running should find the practical suggestions presented in this book relevant to their individual running programs. Complete with a table of contents and index, teachers will discover this book to be a unique resource for developing students' study skills, specifically in terms of locating information. [H]

Editors of *Runners' World* Magazine, *New Guide to Distance Running* (Mountain View, CA: World Publications, 1978), 381 pp.
This book describes factors involved in preparing for long distance running, such as training exercises, workouts, and racing. Also included is a discussion on some of the side benefits of running in terms of discipline. This book also offers the reader several training programs to choose from based on the runner's goals, age, and physical characteristics. Other features include profiles of well-known runners such as Miki Gorman, John Kelly, and Bob Campbell, pace charts, race contracts, and a bibliography of suggesting readings. [H]

J. F. Fixx, *The Complete Book of Running*. (New York: Random House, 1977), 306 pp.
This volume covers every aspect of running, from advice to children to guidelines for heart attack victims. Other features include a complete roster of addresses where recommended equipment may be purchased as well as a bibliography of selected readings. Organized much like an encylopedia, teachers will find this book an excellent source for teaching students study skills and use of reference materials. [M–H]

A. Kiemal, *I'm Running to Win* (Wheaton, IL: Tyndale House Publishers, Inc., 1981), 169 pp.
Presents the daily journal of a 34-year-old woman who decided to prepare for the Boston Marathon although she had never run before. Reluctant readers interested in long distance running will be attracted to this high interest, low vocabulary book. Teachers may find the book useful as a means of initiating students' journal writing. [M–H]

T. Kostrubela, *The Joy of Running* (New York: Pocket Books, 1976), 126 pp.
This paperback presents the story of a doctor who recovered his health through running. The book describes various running techniques, practical methods for initiating a running program, and ways to guard against over-running. The book also offers a complete bibliography of suggested readings. [H]

M. Liquori, and J. L. Parker, *Real Running* (New York: Wideview Books, 1982), 166 pp.
This book presents guidelines for training techniques, psychological strategies, and racing tactics for the competitive runner. Each of the 6 chapters focuses on a particular dimension of competitive running. Teachers will find the section on different categories of runners benefi-

cial in teaching categorizing skills. The charts and graphs included in this book are excellent sources for practicing content area reading skills. [M–H]

G. Sheehan, *This Running Life* (New York: Simon and Schuster, 1980), 287 pp.
Written by Dr. George Sheehan, author of 2 best-sellers on running, this book offers practical training advice for novices as well as veteran runners. Part I considers the design of the body in relation to running and suggests practical cures for aches and pains as well as helpful hints on how to keep these at a minimum through proper fitness. Part II presents the recreational side of running. Part III describes the amount of work and dedication this sport requires for it to be beneficial to the participant. In Part IV, the author concludes by describing the benefits of running in terms of self-image and awareness. Creatively written and addressing a wide range of subjects associated with running, this book should be pleasurable reading for those involved in running. [H]

D. Wielenga, *NFL Family Fitness Guide.* (New York: A National Football League Book, 1981), 126 pp.
Presents guidelines for physical fitness appropriate to all members of the family, regardless of age. This book contains discussions on nutrition and practical exercises for all ages and suggests various recreational sports that can promote an individual's physical fitness most effectively. [M–H]

Soccer

P. Gardner, and P. Woosmaunt, *Soccer, Sports Illustrated* (New York: J. P. Lippincott Co., 1972), 95 pp.
Describes various skills involved in controlling the ball without using the hands. Line drawings and action photographs accompany each discussion. These illustrations detail such skills as kicking, receiving, heading, and dribbling. Also included are the official rules governing American soccer. The book's use of subtitles followed by brief paragraphs provides excellent examples of main ideas and supporting details and may be used as a basis for creating activities and instruction. [M–H]

P. Harris, and L. Harris, *Fair or Foul.* (Manhattan Beach, CA: Soccer for Americans, 1978), 347 pp.
This book presents complete guidelines for officiating soccer. Although it is written primarily for the mature reader, portions of the book can be adapted as instructional material for less able high school readers. For example, students will appreciate the humorous descriptions of different types of officials and the names attributed to them such as "Mr. Agitator," "Mr. Dictator," "Mr. Commentator," "Mr. Potentator," "Mr. Rottentator," and "Mr. Hesitator." Each type official is comically represented in various drawings followed by descriptive text. In addition, the complete glossary of soccer terms and definitions can serve as an interesting source of vocabulary development. The book can be used to teach students how to use reference material, and it also contains several quizzes to measure students' learning. [H]

C. Hughes, *Soccer: Action and Teamwork* (Wakefield, South Yorkshire, England: EP Publishing Limited, 1980).
A thorough coaching manual, the information contained in this book illustrates the skills and techniques of soccer. Extensive in its coverage, teachers may find particular sections of the book useful in developing comprehension activities. For example, chapter 2, entitled "Why Goals

are Scored," suggests 5 major factors involved when a score is made. Each factor is presented with subtitles followed by a brief discussion. Teachers will find each particular discussion an excellent means to develop students' ability to recognize cause and effect relationships. In addition, the diagrams illustrating particular maneuvers and plays prove to be interesting fare for getting students to practice reading charts and graphs. [H]

D. Kowet, *The Soccer Book* (New York: Random House, 1978), 156 pp.
Divided into 3 parts, this volume presents soccer from a historical perspective. It includes photographs and brief profiles of a few of soccer's most outstanding players. Also presented are several of soccer's most noteworthy contests and World Cup championships. Descriptions include the astonishing upset of West Germany over Hungary in 1954, and the 1958 World Cup Tournament when Brazil survived undefeated and introduced the young 17-year-old phenom Pele. The remaining sections present information detailing skill development, strategies, and appropriate equipment. Also included is a complete index which teachers may find useful in providing students practice in locating specific information. The book's high interest level, large, easy-to-read print, and its abundant use of action photographs should serve to attract reluctant readers interested in soccer. [M]

L. Maisner, *Practical Soccer Tactics* (Mountain View, CA: World Publications, 1979), 115 pp.
Presents the fundamentals of soccer for the young enthusiast. This manual covers such topics as when to pass and when to keep the ball; how to support other players, both offensively and defensively; and the importance of communicating with teammates on the field. The book is a basic text for coaching children in soccer. High school students anticipating summer employment at community centers or coaching little league summer teams, as well as those considering a career in coaching at the elementary level, will find this work interesting and informative. [H]

A. Miller, and N. Wingert, *Winning Soccer* (Chicago: Contemporary Books, Inc., 1975), 189 pp.
A comprehensive instructional manual, this book presents the basic skills of soccer. Each chapter describes a particular skill such as dribbling, passing, heading, shooting, and kicking, followed by suggested techniques for developing that skill. In addition, the author, a former goalkeeper for the Philadelphia Atoms, has included a section on game strategies in which he discusses a few "tricks of the game." The book contains brief descriptive paragraphs students can use to practice skimming and scanning for information. [M]

B. Moffat, *The Basic Soccer Guide* (Mountain View, CA: Anderson World, Inc., 1975; 1981), 143 pp.
Divided into 3 parts, this book presents the basic skills of soccer, winning strategies, and specific safety precautions. In addition, the author suggests practical methods for players to prepare themselves physically for the game. Also included are photographs and diagrams illustrating basic formations and tactics. Teachers will find the complete glossary of soccer terms a useful source for teaching students to recognize figurative language. The book also provides students practice in the use of reference material. [M]

K. Ruege, *Inside Soccer for Beginners* (Chicago: Contemporary Books, Inc., 1976), 95 pp.
Designed for the novice player, this comprehensive guide covers all aspects of the sport and is illustrated with stop-action photographs and drawings. Reluctant readers who are interested in soccer will find the simple language and clear descriptions particularly easy to read. The glossary, index, and appendix (containing official rules of the game) will serve as starting points for lessons in study and reference skills. [H]

G. Sullivan, ed., *Soccer Rules Illustrated* (New York: Simon and Schuster, 1981), 96 pp.
This paperback lists the official rules of soccer in easy-to-read large print and is supplemented with action photos and drawings. The rules themselves provide an excellent vehicle for developing students' literal comprehension as well as sequencing skills. [M–H]

A. Wade, *Coach Yourself Soccer* (Wakefield, West Yorkshire, England: Dixon and Stell Ltd., 1979), 160 pp.
This book is written for the athlete wanting to teach him/herself how to play soccer. Included in its 10 chapters are instructions on positioning, kicking, passing, throwing in, techniques of goalkeeping, and practical methods for preparing physically to play the game. Throughout the book, practice situations are developed that test the reader's judgement and reactions. Teachers will find this feature beneficial for teaching students to make inferences. Also included are action photos and diagrams illustrating each skill. [H]

Tennis

S. A. Burchard, *Sports Star: John McEnroe* (New York: Harcourt, Brace, 1977), 80 pp.
This colorfully illustrated book presents an unusually honest biography of one of the world's greatest tennis players. Due to its high interest content, this book may prove beneficial in motivating young children to read for pleasure. [M]

Charles Coombs, *Be a Winner in Tennis* (New York: Morrow, 1975), 128 pp.
Presents a beginner's guide to tennis, describing various techniques. The author incorporates many diagrams and photographs illustrating the various strategies discussed. The organization of the book makes it an ideal tool to provide practice recognizing sequential organization of print and new vocabulary. The book also provides practice in reading and interpreting diagrams. [M]

Allison Danzig, and P. Schwed, *The Fireside Book of Tennis* (New York: Simon and Schuster, 1972), 1,043 pp.
Originally published in popular magazines, the articles which make up the content of this book focus on great matches, general tennis, tennis history, and superstars. The book is illustrated with many action photos. Due to the book's wide range of reading levels, it may prove useful in providing the older, less able reader interesting material that can be read with ease. [M]

Vince Eldred, *Tennis Without Mistakes* (New York: Putnam, 1975), 192 pp.
Presents illustrated instructions of how to play a faultless game of tennis. Each chapter focuses on a number of common errors and concludes

with suggested methods of correction. The content and organization of each chapter renders the book an excellent tool for developing recognition of cause and effect relationships in an exciting context. [H]

Dick Gradlee, *Instant Tennis: A New Approach to the Game Based on the Coordination Rhythm and Timing of Champions* (New York: Devin-Adair, 1962), 107 pp.
Presents various methods of serving used by many champion tennis players. The author describes and illustrates various methods of serving in detail. Following each lesson, a summary chart is presented summarizing the steps discussed in that chapter. The book may be useful in developing recognition of sequential organization as well as providing youngsters experience in reading charts and graphs in a context which is meaningful to the tennis enthusiast. [M]

Rod Laver, Berry Tarshis, and Roy Emerson, *Tennis for the Bloody Fun of It* (Chicago: Quatrangle, 1976), 158 pp.
Presents various aspects of the sport of tennis: etiquette, equipment, conditioning, strategy, strokes, and the psychology of the game. The book is instructional in nature but approaches the subject from the perspective of having fun while learning the fundamentals of tennis. The illustrative photographs of Laver demonstrate special techniques for the left-handed player. The organization of the content provides an excellent base for instruction in determining main ideas and supporting details as well as introducing new vocabulary. [M]

Marion Meade, *Women in Sports: Tennis* (New York: Harvey Publishing Co., 1975), 78 pp.
Rosie Casals, Billie Jean King, and Margaret Court are a few of the featured personalities in this collection of biographies. This book may be useful in getting young women who are interested in sports to read for pleasure. The content of the book is useful in developing recognition of similarities and contrasts, a skill which will strengthen comprehension. [M]

Margaret Ogan, and P. Ogan *Tennis Bum* (Philadelphia, PA: Westminister, 1976), 160 pp.
A high interest/low vocabulary novel about a Chicano, Chico Gomez, a runaway ward of the court, whose only concerns are for his Mexican heritage and his tennis racket. This book may be used as a means of enticing the older, less able reader into reading for pleasure. The story line is interesting and the vocabulary at a level that allows most high school students reading independence. [H]